



PROSPERIDAD ACADEMY

Charter Application



DECEMBER 1, 2015

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Required Information

I. Charter School Information				
1. Name of proposed charter school PROSPERIDAD ACADEMY				
2. Name of applicant PROSPERIDAD ACADEMY LLC				
3. Authorized agent Eulogio Alejandre				
4. Mailing address: Street, City, State, Zip 1625 Oakcrest Drive Ogden, Utah 84403				
5. Phone number 385-333-8280			6. Email address EAJejandre@aol.com	
7. District(s) where proposed charter school is located Ogden School District				
<p>8. <u>Final application only</u>: District contact(s) and date(s) complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)</p> <p>Submitted to _____ (person) who works at _____ School District on _____ (date).</p>				
<p>9. Form of organization (check)</p> <p><input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other</p>				
<p>10. The governing board of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (<u>Add lines as necessary</u>)</p>				
Name	Email	Position on Board (e.g., chair, secretary)	Type of expertise (e.g., educator, legal, finance)	Profession
Eulogio Alejandre	EAJejandre@aol.com	Chair	Education/Budget nonprofit	School Administrator

Christina Morales	Ccmorales@aol.com	Vice Chair	Education	Retired social worker
Phillip Shumway	philshumway@turndr eams.org	Treasurer	Nonprofit/Budget	Nonprofit admin.
Ginger Huerta	huertax4_8@msn.co m	Secretary	Education	Special Education
Marco Montanez	marco.montanez@yahoo.com	Member	Social Work	Educator
Angela Zamora-Farias	angelazamora@mail. weber.edu	Member	Community advocate	Community Advocate
Jesse (Jesus) Garcia	jesseg@weberhs.org	Member	Government	Government Employee
Cathy Ortega	queen7bee queen7bee@hotmail. com	Member	Education	Retired Superintendent

11. Year school will start 2017-2018	12. Grades served K-8
13. Number of instructional days 181	14. Number of instructional hours 1050
15. Requested Enrollment Operational year 1: Grade K: 75 Grades 1-6: 350 Grades 7-8: ____ Grades 9-12: ____ Total: ____ Operational year 2: Grade K: 75 Grades 1-6: 400 Grades 7-8: ____ Grades 9-12: ____ Total: ____ Operational year 3: Grade K: 75 Grades 1-6: 450 Grades 7-8: ____ Grades 9-12: ____ Total: ____ Does proposed grade configuration match resident district grade configuration? <input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Target percentage of educationally disadvantaged students (if applicable) 60%	

17. Is this application seeking special treatment under UCA 53A-1a-501.9? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	18. Is this application seeking priority consideration under UCA 53A-1a-502.5? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. A charter school may apply to the State Board of Education for a waiver of any Administrative Rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Justification supporting the need for the waiver as Attachment A). NONE	
20. List persons whom you have designated as founding members of the school. Children/grandchildren of a founding member (an individual who has had a significant role in the development of a charter school application), employee, or governing board member are eligible for preferential enrollment under State law. Identify the percentage of student enrollments eligible for preferential enrollment under the status of founder's, employee, or board member child/grandchild. Less than 3% Eulogio Alejandro, Christina Morales, Phillip Shumway, Ginger Huerta, Marco Montanez, Angela Zamora-Farias, Jesse (Jesus) Garcia, Cathy Ortega, Jerald J Jefferies	

II. Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this application are true and correct, and that we will comply with the charter agreement if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Name of Authorized Agent Eulogio Alejandre

Signature of Authorized Agent

A handwritten signature in black ink, appearing to read "Eulogio Alejandre", with a long horizontal stroke extending to the right.

Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Charter School Board Chair (if different than Authorized Agent)

Executive Summary

Prosperity is something every parent wants for his or her children¹. The vast majority of parents work and sacrifice to provide for their families, hoping their children will ultimately have a more prosperous life. For some families that means moving the family from one city, state, or country to another, potentially leaving behind family, friends, and culture. In extreme cases, it requires a new language be learned, a new cultural understanding developed and a complete change in lifestyle. For the past 500 years, the land now called the United States of America has been the place many have come searching for a better life for themselves and their families. Today, the largest percentage of immigrants come from Latin America² and Utah's Hispanic/Latino population is growing rapidly, increasing by 78% over the last decade³. Ogden has a Hispanic population more than double that of the Utah state average and also double the amount of people living below the poverty line⁴. It is critical that students in this highly impacted community receive an education that will help them break out of poverty. Prosperidad acknowledges Ogden School District's aggressive and optimistic strategic plan and does not fault the district for the performance characteristic nationally of similar populations. Prosperidad seeks to offer another alternative for students and to work cooperatively with the district to close the largest achievement gap in education.

Prosperidad is the Spanish word for prosperity and the noun the group of professionals who have managed the private non-profit organization Futures Through Training (FTT) has selected as the name for its proposed charter school to be located in the Ogden School District. FTT has dedicated the last 23 years to helping citizens secure a better future through educational and supportive programs within the greater Ogden community. The FTT board has decided to create and support the new charter school, which will include three long term FTT board members serving on the governing board of Prosperidad. Current FTT, Inc.'s board chair, Eulogio Alejandre, will continue to serve in the same capacity. Current board member, Phil Shumway will continue and current FTT, Inc. executive director Jerald J. Jefferies will now serve as board members. Board Chair Eulogio Alejandre is a seasoned educator who understands the importance of quality education for the Latino/Hispanic population. He is currently the principal at Esperanza Charter School located in West Valley City, Utah. As he has worked in the 90/10 immersion model in West Valley, he has come to see the potential the program has to change the lives and futures of children in the Ogden area where he resides. Mr. Alejandre is dedicated to helping bring this valuable option to Ogden. Mr. Shumway is the chief administrator for Turn Community Services, responsible for the operations and financial

¹ Smith, Laura M. (2012, January 12). Supporting Parents in Supporting Their Students: Why Including First Generation Families in the Process Is Important. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/>

² <http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-unitedstates#Current%20and%20Historical>

³ <http://www.utahhcc.com/hispanic-res/demographics>

⁴ <http://quickfacts.census.gov/qfd/states/49/4955980.html>

oversight of the non-profit organization. His administrative skills and background, particularly in the non-profit realm, make him a great fit for the Prosperidad board.

The mission of Prosperidad Academy (Prosperidad) is to provide all students, particularly those of Latino heritage, with a bilingual and bi-literate education using the minority language dominant immersion model in a culture of Invitational Education where students develop academic and social skills necessary to become contributing members of a diverse society. An understanding and love of the Latino culture is a hallmark of the educational and cultural experience.

In the 90/10 immersion approach, students receive a higher proportion of their education in the minority language (in this case Spanish). The proportion of time spent receiving instruction in Spanish decreases by 10% annually until English and Spanish both receive 50% of the instructional time. While non-native English speaking students in the early grades tend to make less progress in English acquisition assessments, and may appear to lag academically due to standardized assessments being administered in English, over time they perform better academically, as laid out in Section 3: Program of Instruction. Short and Fitzsimmons⁵ make the case that students who are not native speakers of English have twice the amount of work while in school—they must learn the core content as well as a new language. By allowing students to learn content in their native language while acquiring English skills and the necessary academic vocabulary, they are more likely to achieve and maintain grade level proficiency by fifth grade when instruction is then provided in a 50/50 immersion program or in an English-only environment.

Prosperidad is well-aware that the 90/10 model has many challenges. According to the Centered for Applied Linguistics (Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). Guiding principles for dual language education (2nd ed.). Washington, DC: Center for Applied Linguistics.) There are seven features REQUIRED for a successful Dual Immersion School. Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, Support and Resources. Under staff quality, dual immersion school must retain quality employees for 5-7 years in order to assure continuity and fidelity to the model, which requires deep knowledge and arduous efforts. This model requires consistent fidelity to the model for 5-7 years for success to be evident and leadership retention is necessary to build trust, respect, optimism, and intentionality. Student retention for the same period of time is also necessary for students to reach high levels of proficiency in both languages. **No school in Utah** has been able to stabilize its leader, student population, and faculty and staff for the necessary 5-7 years as it employs

⁵ Short, D., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

the 90/10 model to support student success. Esperanza is off to a great start. Prosperidad Academy hopes to be the second school in Utah to accomplish this seemingly impossible task.

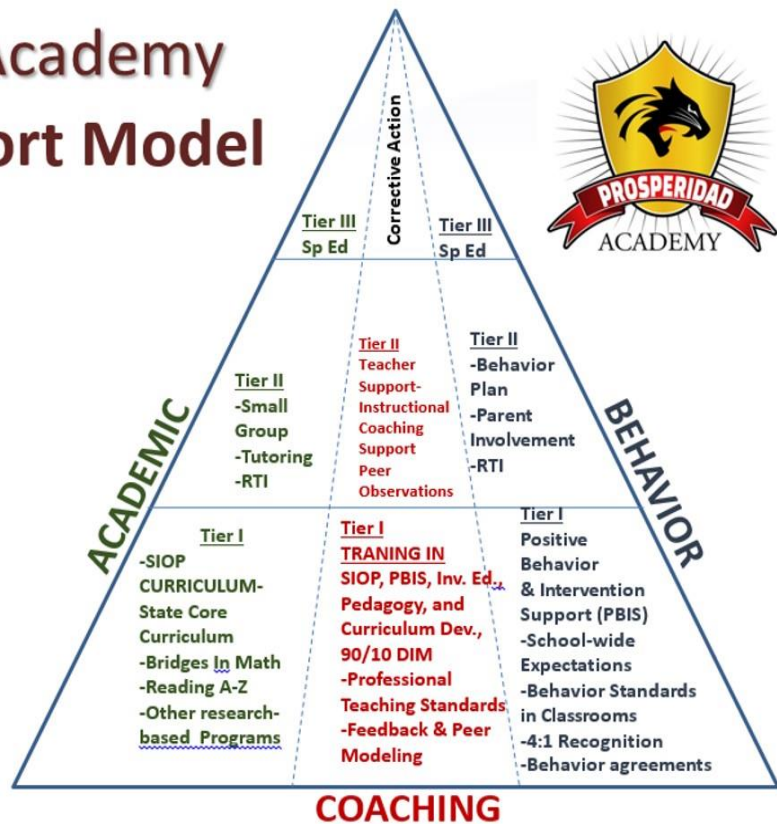
The target population subsection of Section 1: School Purpose and Goals provides background and reasons for a 90/10 approach. Many of the challenges named by the Utah State Office of Education for English learners (ELs) are addressed through this academic program, as well as the school culture, which is based on Invitational Education. The premise of Invitational Education is that through trust, respect, optimism and intentionality students will be empowered to learn and succeed both in school and in life. It creates an environment where students, parents, faculty and staff all feel safe and valued; and learning flourishes.

Prosperidad acknowledges that closing the achievement gap for students who are Hispanic, and/or ELs, and/or economically disadvantaged is a formidable task for which there is no magic bullet and that will take time to achieve. However, it is crucial that the gap be closed and Prosperidad believes the program laid out in this proposal can make great strides for the students of Ogden.

Prosperidad Academy Learning Support Model



Quality School
All curriculum, academic, behavior, coaching strategies, interventions, and assessments must be research-based. All programs must remain flexible and changes will be implemented as necessary and ALL decisions will be totally data driven.
The language of instruction will follow the research-based model known as 90/10.



The foundation of Prosperidad Academy is INVITATIONAL EDUCATION- A philosophy founded by William Watson Purkey where all policies, procedures, programs, places, and people must be inviting and based on trust, respect, care, optimism, and intentionality.

Prosperidad Academy, in short will use Invitational Education as the **foundation** of everything that takes place in the school. The Quality School's philosophy will be used to determine which practices will be used and the Language of Instruction will be based on the 90/10 Dual Immersion Model, thus the frame of the learning model is based on these two philosophies, not unlike the frame of a home. The walls and the roof of our learning support model are the three tiered process involving academic, coaching (professional development), and behavior management programs of the school. Tier I Academic Practices will be those that support language development. The pedagogy used will be Sheltered Instruction Observation Protocol or other similar systems, such as the Two-Way Immersion Observation Protocol (TWIOP). The Utah Core Curriculum will be taught using curriculum programs such as Santillana USA Core Solutions; Math in Focus: Singapore Math, Spanish; the Mexican Government textbooks in all subjects; Bridges in Mathematics; Reading A-Z; and other curriculum programs that are or may be in the development stages of production or systems that are being released. A committee made up of parents, board members, teachers, and administrators will decide on the final curriculum selections.

Section 1: School Purpose

School Purpose

In accordance with UCA 53A-1a-503, Prosperidad meets the following purposes:

- ***Continue to improve student learning:*** Students attending Prosperidad Academy will be bilingual and bi-literate. The minority language dominant or 90/10 approach to a dual language education allows students to develop critical skills in their native language while learning the English language. Research supporting this approach and demonstrating increased academic achievement for students educated in this model is laid out in Section 4: Program of Instruction. Students, particularly those with English language learning (EL) needs, are not performing well on academic achievement tests in the Ogden School District. Prosperidad does not fault the district for this; these achievement results are similar in many districts throughout the state and nation. Prosperidad hopes to offer another option for students and to work collaboratively with the Ogden School District.
- ***Encourage the use of different and innovative teaching methods:*** The minority language dominant approach, often referred to as the 90/10 model, is only used in two schools in Utah, both are not located near the target area of Prosperidad. Given the low achievement scores of many students in the intended location, Prosperidad believes the research-based 90/10 program that is very different from the local EL program will be appealing to families in the community.
- ***Increase choice of learning opportunities for students:*** Currently, students in the Ogden School District do not have a minority dominant language educational option available to them. Prosperidad Academy will provide a new choice for parents who want their children to be both bilingual and bi-literate.
- ***Expand public school choice in areas where schools have been identified for school improvement, corrective action, or restructuring under the No Child Left Behind Act of 2001:*** Ten of twenty schools in the Ogden School District are identified as “priority” or “focus” schools under Title I.

Mission

Prosperidad Academy provides students, particularly those of Latino heritage, with a bilingual and bi-literate education using the minority language dominant immersion model in a culture of Invitational Education where students develop academic and social skills necessary to become contributing members of a diverse society. An understanding and love of the Latin culture is a hallmark of the educational and cultural experience.

Vision

Prosperidad students are bilingual and bi-literate in English and Spanish and possess the skills and self-confidence necessary to succeed in life. The Invitational Learning culture of the school helps students feel comfortable, respected, valued, safe, and love learning and encourages parental involvement in their student's education. The cultures and traditions of Latin America (particularly Mexico) are celebrated and understood by the school community.

Prosperidad will be serving a very specific population within the Ogden School District. Based on the research of the school's founders and academic results of 90/10 models in other states, Prosperidad's vision includes scoring in the top quartile of Ogden schools in year 3 and in the top 10% by year 5. More importantly, the school hopes to be a model for lowering the achievement gap for the at-risk population in their target market.

The vision of Prosperidad includes providing a place for students who do not feel welcomed at their neighborhood schools. The Spanish language will be valued, respected, and its prestige will increase as all personnel will be asked to use it under most circumstances. Native language materials will be used instead of translated books and computer programs, and instructional materials. Directional placards, directional, and informational postings will be created in Spanish. Parent and student handbooks will be published in Spanish and English. The school website will be done in Spanish and English. All employees will be proficient in Spanish and experts in the Hispanic/Latino culture. Attendance will be 90% or higher. Parents will be encouraged to support school attendance and extended vacations during the school year will be discouraged. The school's vision includes seeing bilingual abilities as advantages, not as disadvantages. The research is clear, "Contrary to language ideologies that hold that children are somehow disadvantaged by being exposed to more than one language in early childhood, many studies show on the contrary that there are significant cognitive advantages to such exposure (e.g. Bialystock 2010; Bialystock and Viswanathan 2009) (Ahearn, L.M. (2012). *Living language: An introduction to linguistic anthropology*. Malden, MA: Wiley-Blackwell)

Educational Foundation

The educational program of Prosperidad is bilingual and bi-literate education using the 90/10 teaching model. In this model, students receive 90% of their instruction in Spanish and 10% in English while in kindergarten and first grade. Each year, the amount of instructional time in Spanish is decreased by 10% until the fifth grade, when the ratio of Spanish to English is equal (50%). In fifth and sixth grades students receive equal amounts of instruction in both Spanish and English.

While students in the early grades may test lower on English-based proficiency exams, they are not necessarily behind in concept mastery. When students try to learn both a new language and a new concept simultaneously, they are not likely to master either in a timely and fully proficient manner. By allowing students to learn critical concepts in their native language while developing English skills they are more likely to succeed academically in the long-term. Data and research for this assertion is laid out in detail in Section 4: Program of Instruction. The curriculum employed by Prosperidad in language arts is Reading A to Z, which is supplemented with Spelling A to Z and Writing A to Z. Course materials are available in both Spanish and English, and are aligned to the Common Core State Standards, allowing Prosperidad to teach the Utah Core Standards in both languages with fidelity and ease. Bridges in Mathematics is the curriculum used in math. This curriculum is available in Spanish and English, and is fully aligned to Utah Core Standards.

Texts for social studies and science are selected from the Reading A to Z materials, allowing teachers to cover Utah Core Standards by grade in both languages, at appropriate reading levels of students in each language.

School Culture

The school culture of Prosperidad is built around Invitational Learning, a theory articulated and developed by Dr. William Purkey. All faculty and staff will be trained to interact with each other, students, parents, and others in the school community in a way that creates buy-in to the mission and vision, makes people feel valuable and helps each person to reach his or her potential. The theory makes the following four assumptions, which are based on trust, respect, optimism, and intentionality:

1. People are able, valuable, and responsible, and should be treated accordingly.
2. Helping is a cooperative, collaborative alliance in which process is as important as product.
3. People possess relatively untapped potential in all areas of human development.
4. Human potential can best be realized by places, policies, programs, and processes that are intentionally designed to invite development, and by people who consistently seek to realize this potential in themselves and others, personally and professionally⁶.

The founders of Prosperidad believe Invitational Learning is the right culture for the school, and especially for the target population. When students take ownership for their education, have an understanding of their potential, a desire to achieve it, and are in an environment that fosters it, they will be successful. Invitational Learning frames instructions in “do” instead of

⁶ Purkey, W. W., <http://www.invitationaleducation.net/>

“do not” phrases, provides students with examples (i.e. pointing out a student who is being respectful versus one who is being disrespectful), and celebrates achievements. Commons areas are decorated with positive messages and will include pictures that represent the school community.

Accountability and Evaluation

The founders of Prosperidad have an experienced background in supporting and strengthening at-risk Latino/Hispanic populations. They have a vested interest in the success of the charter school. The Governing board of the school will implement the following strategies to ensure that Prosperidad is on track to accomplish the school’s mission, visions and objectives according to board approved strategic plans:

1. The school administration will report to the board after each state assessment on trends and overall progress, and to parents and teachers on individual student progress.
2. Mission driven objectives will be a required agenda item at monthly board meetings.
3. The Governing Board Chair will evaluate the school Director at least annually, which evaluation shall include the academic progress of the school compared to school objectives.
4. The Governing Board and School Administration will meet annually to revise a Mission Work Plan (which will include the School’s own improvement plan). The Plan will serve to create benchmarks for evaluating student outcomes and administrative performance.

Further details regarding measuring performance and the role of the Governing board can be found in Sections 5 and 6.

Section 2: Market Analysis

Educational Landscape

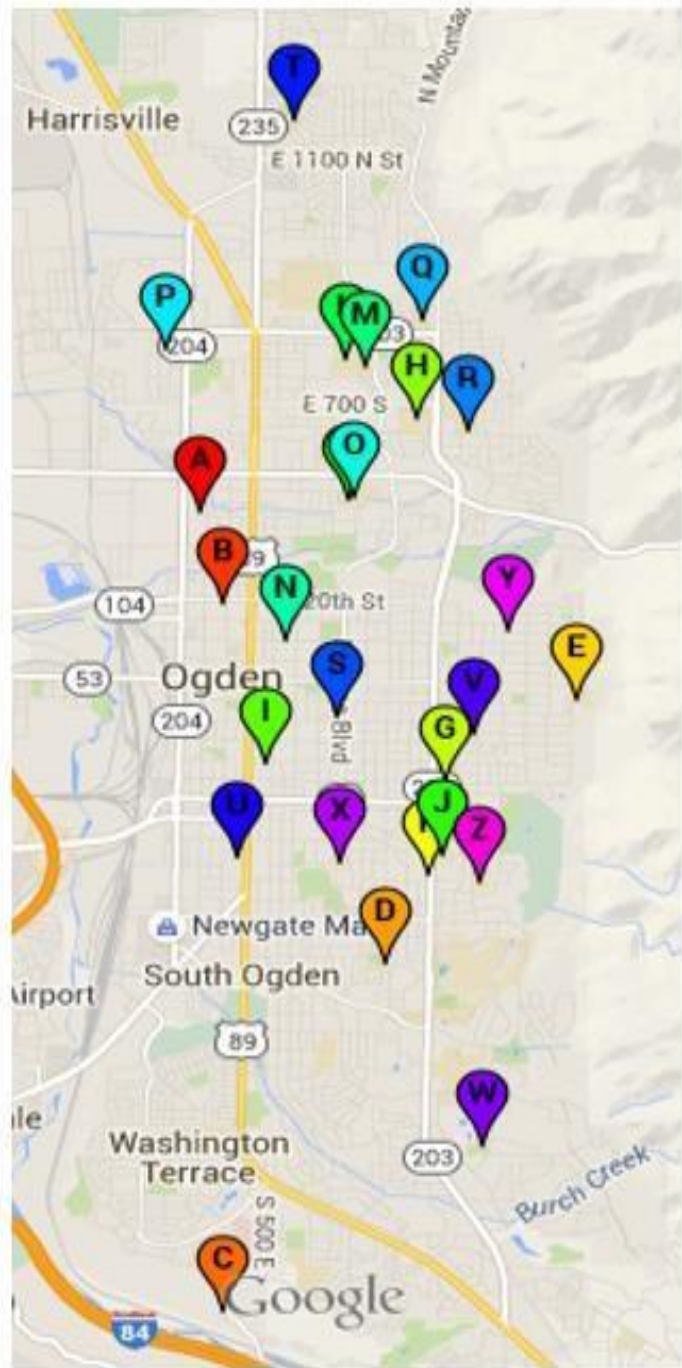
As described in the target population Section 3, Ogden has significantly higher than average populations of economically disadvantaged, ELs, and Hispanic/Latino students. The Ogden School District has made great progress in recent years on standardized testing achievement and meeting the needs of students. However, of the fourteen elementary schools in the district, only two offer language immersion programs, both of which are 50/50 dual immersion programs. Currently, there are two charter schools located in the district (DaVinci Academy and Ogden Preparatory Academy), with a third (Greenwood Charter School) opening in fall 2015.

Ogden Preparatory Academy does offer a dual immersion program, however **none of the schools in the district offer a 90/10 program, nor do they employ the Invitational Education model as the basis of school culture.** There are three private schools (two parochial and one Montessori) in the district, none of which offer a language immersion program. The local schools, have struggled in their attempts to meet the needs of the Hispanic/Latino community, the great majority Mexican or of Mexican descent. The struggles in Ogden are very similar to the struggles of other school districts in the state and around the nation.

Prosperidad Academy sees the need for secondary school options and hopes that in the future it will apply for the opportunity to serve students in 7th and 8th grades and later 9th-12th. However, in this application Prosperidad is proposing to serve only K-6th. After seven years in a 90/10 school, students will be bilingual and bi-literate totally able to function in a 100% English-speaking school. Invitational school environments, which use positive behavior support systems will be necessitated, but Prosperidad will engage parents very strongly and plans to provide the training necessary to enhance their abilities to affect future school change where they students enroll. We will seek agreements with other secondary schools which are now open or schools that open in the future. We will also seek to work with public schools that will receive our students with information about our school and how we support students and parents.

Target Location

- **Ogden Preparatory Academy**
- DaVinci Academy of Science...
- Evergreen Montessori Acade...
- Berean Baptist Church
- Saint Joseph High School
- Saint Paul Lutheran School
- Ogden High School
- Ben Lomond High School
- George Washington High Sc...
- Mount Ogden Junior High Sc...
- Mound Fort Junior High Sch...
- Highland Junior High School
- Bonneville School
- Dee School
- Gramercy Elementary School
- Heritage Elementary School
- Hillcrest Elementary School
- Horace Mann School
- James Madison Elementary ...
- Lincoln Elementary School
- Odyssey Elementary School
- Polk Elementary School
- Shadow Valley Elementary S...
- T.O. Smith Elementary School
- Taylor Canyon Elementary S...
- Wasatch Elementary



Community Trends in Education

Ogden Preparatory Academy offers a K-9 Spanish dual immersion program, and maintains a full enrollment, with 49% of students identified as an ethnic minority. The founding of Prosperidad in Ogden is a result of a community request. FTT Board Chair and school founder, Mr. Alejandro, currently works as the Director at Esperanza in West Valley City. When he began his employment there on May 1, 2014, there were 198 potential students, 114 of whom ultimately enrolled in the school. Through Mr. Alejandro's efforts with the Spanish media, he was able to get enrollment to 397 (the goal was 390) on the first day of school, and 391 of those students were still enrolled on October 1, 2014. During the course of marketing Esperanza Mr. Alejandro received many requests from groups and individuals to start a similar school in Ogden. After careful consideration, FTT determined that supporting a 90/10 immersion school would fit within its mission and be a benefit to the community at large.

Esperanza has been popular in West Valley, where the demographics are similar to those in Ogden. They have full enrollment for the 2015-2016 school year and a significant waiting list. Given the requests for the 90/10 model in Ogden and the popularity of the program in West Valley, Prosperidad is confident the seats will be filled. Currently, Esperanza in West Valley City is serving 43 students at no cost to the state. The school expected students to exit the school, as they often do during the first three years of a school's existence. Students are staying at a rate comparable to 5th year schools. Currently the retention rate at Esperanza is 96%. One of the requirements of a 90/10 school is retention rates at 90% or higher in order to show academic improvement.

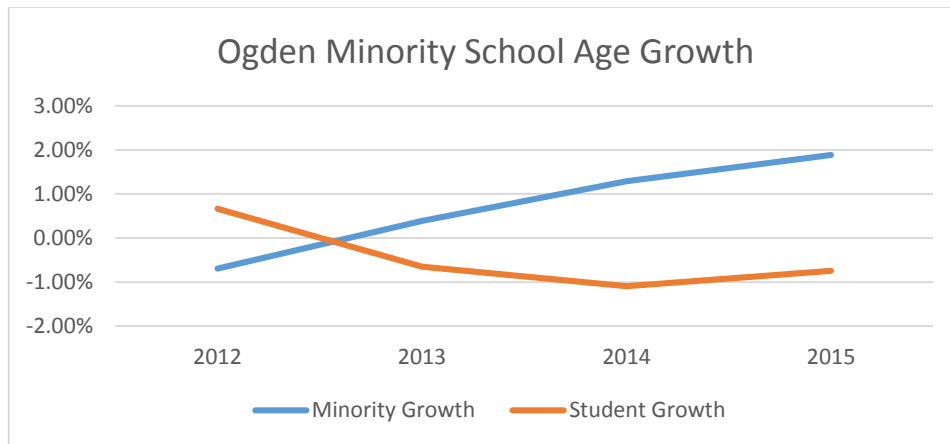
The community partnerships Prosperidad already has in place are committed to helping support the mission and vision, and will be involved in outreach and marketing. The ONLY Hispanic/Latino organized association in Ogden, Latinos United Promoting Education & Civic Engagement (LUPEC) (see attached letter). The only Hispanic/Latino elected official in Ogden also supports Prosperidad. Additionally, The Mexican Consulate in SLC, which serves the Ogden Area also supports Prosperidad Academy. Prosperidad Academy was asked by parents to open a school in Ogden. (see attached letter and list of parents attached.)

Market Trends

There are multiple trends within the Greater Ogden area that support the opening of Prosperidad.

Increasing minority population

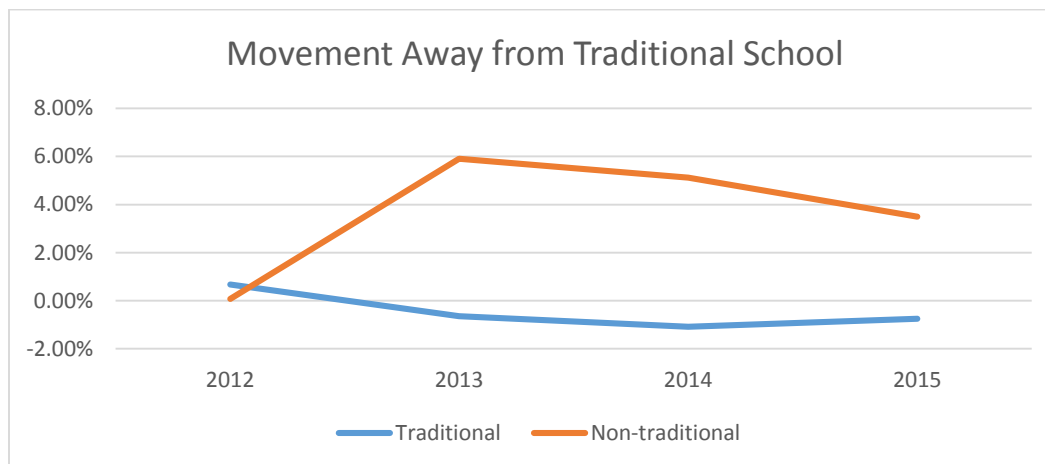
The Utah State Office of Education reports Ogden City School District has had flat and declining growth from 2010 to 2015. However, their minority population is on a steady upward trend.



The data shows that Ogden must be able to meet the challenges of educating ethnic minority populations, which are growing at a faster rate than overall student enrollment.

Trend towards School Choice

Although the number of students enrolled in traditional public school within Ogden City has been decreasing from 2011 to 2015, the total number of school age children has grown every year during the same time period.



This data, reported by the Census Bureau compared to USOE enrollment numbers, shows the trend is moving towards private, charter and home school options.

Uniqueness in the Target Location

Prosperidad is inherently different from the other schools in the target location primarily in its educational approach. No other school in the area offers a 90/10 immersion program. Additionally, the Ogden School District will not accept students into an immersion program after second grade, further limiting options of those who are new to the area or for whom an immersion program would be beneficial.

The Invitational Education culture of the school is also unique. While other schools may embrace and employ some of the strategies espoused in Invitational Education, none of them are implementing the program school-wide. The trust, respect, optimism, and intentionality the program is built on are critical elements in helping at-risk students succeed in school.

Location

As with all charter schools, the location of the school is important to the success of the school, especially in recruiting students. While Prosperidad has no specific location to date, the school is looking to locate in the heart of Ogden. Ideally the school will be located somewhere between 40th st, and 2nd st, and east of Washington Blvd. Currently there are a few locations in particular that would be a great fit.

- 25th St and Adams Ave. - There is an old gym currently located onsite. The school would look to demolish the existing building, and build new. This site is currently under contract, but has yet to be approved by the City. If it comes available again, it would be this coming spring, after the school is approved.
- 1351 S Valley Dr – Currently, there is a Reception Center located on this property. The school would look to demolish the existing structure, and build new. This property is a little further east, but is very accessible, and sits in the heart of our targeted population. It would also serve an area that is currently without a charter school, that doesn't demand a 15-20 commute each way.
- Approximately 30th st and Grant Ave – We have spoken with a Developer that knows of a property that could be available in this area. The location is not currently on the market, so he has not given us an exact location, but knows that if the school were to be approved, the current owner would be willing to sell. The current owner has other properties nearby, that he would be willing to locate tenants as well. He is looking to consolidate his properties to reflect the amount of historical tenants. The school would also look to demolish the existing structure, and build new.

Section 3: Student Population

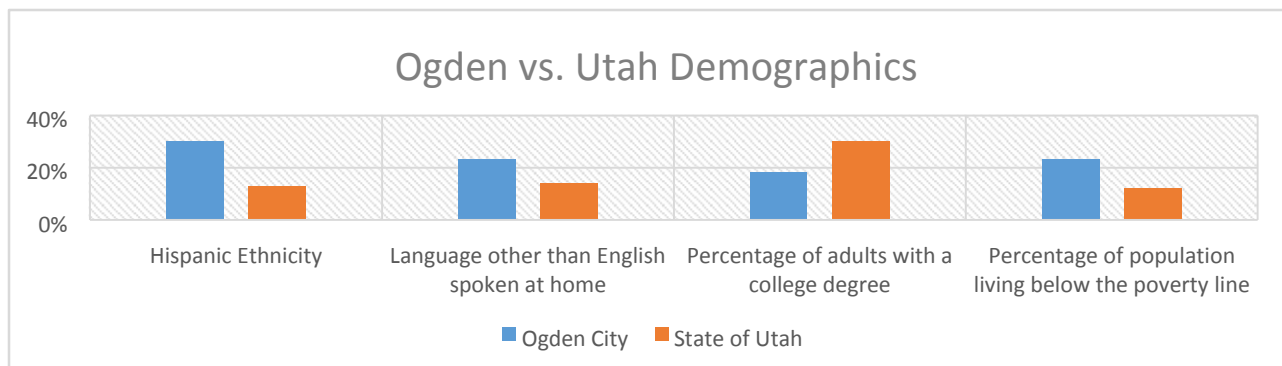
Anticipated Population

Located in a highly impacted community and targeting students in grades kindergarten through sixth grade who speak Spanish as their native language, Prosperidad expects to have a high

percentage of students who have EL needs (greater than 50% in grades k-3, with greater than 50% of the total school population speaking Spanish at home) and qualify for free or reduced lunch (greater than 75%). A breakdown of enrollment by grade, is as follows:

Operational Year	Kinder	1st	2nd	3rd	4th	5th	6th	Total Enrollment
Year 1 (2017-2018)	75	75	75	75	75	25	25	425
Year 2 (2018-2019)	75	75	75	75	75	75	25	475
Year 3 (2019-2020)	75	75	75	75	75	75	75	525

Census data⁷ reveals that a number of indicators associated with students being at risk of academic failure are significantly higher in Ogden than the state as a whole, as shown.



Demographics⁸ of the target population in the Ogden School District as a whole consist of:

- 51% of students on October 1, 2014 were identified as Hispanic
- 49% of students qualified for free or reduced lunch
- 22% of students in the elementary schools were classified as ELs

However, in central Ogden, the area Prosperidad would like to locate in and draw students from, six of the elementary schools (Bonneville, Dee, Grammercy, James Madison, Odyssey, and Thomas O. Smith) are more significantly impacted, with:

⁷ <http://quickfacts.census.gov/qfd/states/49/4955980.html>

⁸ Utah State Office of Education, District by Race/Ethnicity and Gender, October 1, 2014, <http://schools.utah.gov/data/Reports/Enrollment-Demographics.aspx>.

- More than 90% of students qualifying for free or reduced lunch;
- More than 50% of students identified as Hispanic;
- Except for Bonneville, all have more than 30% of the students receiving alternative language services (ALS).

It is the hope that the parents of those attending will have a desire for their child or children to not only learn to speak, read, and write English proficiently but to also speak, read, and write their native language of Spanish fluently as well. For those students who are not native Spanish speakers, it is hoped their parents will have a desire for them to learn to speak, read, and write Spanish fluently as well as English.

Students with Disabilities

One strength of a dual immersion, 90/10 in particular, is that Students with Disabilities are identified very early. Our SpEd team will be experts in bilingual education who will also have expertise in Special Education. Continuum of Placement Options will include, English First options, Spanish First options, partially bilingual 90/10, 80/20, 70/30, 60/40 50/50 40/60, 30/70. 20/80, or 10/90 (first number represents the minority language, without regard to the grade level) The Individual Education Plan (IEP) team. The least restrictive environment identified by the team will be implemented. Board member, Ginger Huerta is, not only a special education teacher currently in the Weber School District, but is also a parent of a student being served with an IEP. She is keenly aware and possesses professional skills, abilities, and with her experience in the field to support the school's administration to be proactive in the early identification and service development plan to effectively help students learn, feel safe, and enjoy their educational experiences. Ginger Huerta hopes to work at Prosperidad Academy in the Special Education program. Former Superintendent of Ogden School District, Cathy Ortega as well as Founder and long-term educator, Eulogio Alejandro fully understand the need to educate students with disabilities in the least restrictive environment and will, not only comply with applicable federal and state regulations, but will go above and beyond in order to keep students safe and learning.

Identification of Students with Special Needs

It is the intent of Prosperidad to be consistent with the requirements outlined in the Utah State Board of Education Special Education Rules (USB-E-SER II.A.) as well as Part B of the IDEA 2004. There will be policies in place to find, identify and evaluate potential students who would benefit from special education services. This would include those students in need of special education service without regard to the severity of the disability. This would also include students who may have been overlooked such as those who are very mobile, those who have been suspended or expelled from school and those who may have been passed along through the grades but who may be in need of special education classes.

The identification of students identified within special populations, such as English Language Learners (EL), 504, special education, etc., will be accomplished through a variety of avenues including, but not limited to the following:

- Registration: include home language survey, special education, and 504 identification questions
- Meetings with parents of in-coming students
- Review of educational records from previous placements
- Economic disadvantage forms
- Assessment data (state required and curriculum based)
- Behavioral data
- Teacher observation
- Teacher generated student information survey

There may also be students who are suspected of having a disability, but who have not actually been identified or determined eligible for special education services. These individual students will be actively sought out by means of annual training of all Prosperidad staff on the Child Find mandate and ways to be alert to students who may need these special services. There will also be educational information in student and parent handbooks regarding those services offered for students with disabilities and the referral process.

If a parent or Prosperidad staff member thinks that a student may have a disability, then teachers begin research-based and/or peer-reviewed interventions and provide documentation of these results to a school team set up specifically to evaluate and make individual recommendations for the student. These interventions may not be used to substantially delay an evaluation for eligibility. All activities related to the identification and reporting of students with disabilities will be performed in accordance with Federal and State privacy laws and rules, including IDEA and FERPA.

Students deemed eligible for 504 accommodations will have a plan developed by a team including parents, the student (when appropriate), administration, teachers, and any other appropriate person, such as a medical professional. The school will annually review all 504 plans.

Services and Placement

Teachers and administrators at Prosperidad will facilitate learning experiences for all students with disabilities in the Least Restrictive Environment. The school's education methodologies will allow Prosperidad to educate many children with disabilities while participating in the classroom through full inclusion throughout most of the school day, in accordance with IEPs.

Classroom teachers will adapt instruction, as appropriate, to the identified child's needs. The content, methodology, or delivery of instruction will be specially designed to address the unique needs of the child that results from the child's disability, to ensure access to the general

education curriculum, so that the child can meet the educational standards.

The IEP Team, which includes the parents/guardians, will determine the educational placement of their child based on individual learning goals. Data collected during progress monitoring will be used to determine the need for the reallocation of resources and to improve student learning and teacher and support staff implementation of effective practices. Students with disabilities will participate with their non-disabled peers to the maximum appropriateness. This can include but is not limited to; mealtimes, recess, athletics, transportation, recreational activities, and any other special interest groups or clubs.

Qualified Staff

The school's SPED staff will attend, at a minimum, the state required special education in-service class outlined in the Utah State Office of Education (USOE) rules and regulations. They will be responsible for the school's implementation of special education services adhering to the IDEA and Utah Special Education State Board of Education Rules (USBE SER) and Guidelines. When hiring special education staff, the Executive Director will follow the USBE SER and Utah's public charter school laws for hiring highly qualified teachers.

All special education teachers will, at a minimum, hold a Utah Professional Educator License, Endorsement, or Licensing/Credentials needed in the area of the services provided. This includes but is not limited to, all special education teachers, speech/language pathologists, school psychologists, school social workers, physical therapists, occupational therapists and any other professional deemed necessary. The Director at Prosperidad will ensure that all licenses, certifications, and endorsements are current and applicable for each of the assigned staff. Trainings such as those provided by USOE and other professional development opportunities will be available to be utilized by Special Education staff. SPED staff will oversee requests for and assessment of Part B Funds of the IDEA and assure that all requirements are met.

To ensure that FAPE is available to all eligible students with disabilities, caseload guidelines will be utilized when determining caseload. Prosperidad will also take into consideration the number of students, the hours of service required per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities. Additional qualified special education staff will be added based on the special education needs. Other related service professionals such as speech therapists, physical therapists, and occupational therapists that are needed to conduct evaluations and/or provide services in addition to those staffed at Prosperidad will be contracted according to need.

In order to ensure that adequate documentation is maintained to support the use of the restricted State and Federal (IDEA) special education funds training will be provided to administrators. Prosperidad will be responsible and accountable for the use of funds provided for the education of students with disabilities from State and Federal sources.

Policies

Prosperidad will follow all the requirements of the IDEA 2004 and Utah Special Education Rule when developing Special Education Policies and Procedures. The goal of school SPED policy is to ensure students with disabilities or suspected disabilities and ELs will be identified, evaluated, and provided appropriate educational services and/or accommodations within the definitions of IDEA 2004, ADA, and Section 504. The following areas will be included:

- General Provisions; Policy and Procedures, Definitions, Budget Information, Assurances, General Program Description, FAPE, and FEOG
- Identification, Location, and Evaluation of Students (Child Find, Child Find Procedures, Referral, Evaluation Process, Re- Evaluation Procedures, Additional Requirements for Evaluation and Re-evaluation, Evaluation Timelines, Eligibility Determination- SLD Classification and/or Eligibility Classifications)
- IEP Development and Service Delivery (IEP Meeting, Parental Participation, IEP Team, IEP Team Attendance, IEP Timelines, Transfers, Behavioral Assessment/Intervention, Assess IEP Information, Non-academic Setting and Services, Parental Consent, LRE, Initial Placement, IEP Changes, Transition Services, LRBI, Graduation, Transfer to Private School,)
- Procedural Safeguards for Students and Their Parents (Parental Participation, Independent Education Evaluation (IEE), Written Prior Notices, Procedural Safeguard Notice, Parental Consent, Dispute Resolution, Surrogate Parents, Transfer of Rights, Confidentiality, and Discipline)
- Students with Disabilities in Other Settings (Private and Public School Placements)
- LEA Eligibility and Responsibilities (Assessment and Reporting, Public Participation, Public Posting, Ensuring Services, Supervision, Part B Funds, Personnel Standards, Performance Goals, Early Intervening Services, Caseloads, Enforcements, and Routine Check of Medical Devices)
- Management of student records, identification and reporting consistent with all Federal and State Privacy laws, including IDEA and FERPA

Meeting the Specific Needs of the Target Population, including ELs

Students in the target population are more likely to drop out of school and perform lower on standardized tests than the average student. The 2014 English Learner Master Plan produced by the Utah State Office of Education⁹ sites the following as reasons students do not meet their academic potential:

- Minimal expectations for school achievement from administrators or teachers;
- Different academic expectations of ELs at home than those expected at school;
- Interrupted or limited previous schooling;

⁹ Utah State Office of Education, English Learner Master Plan: A Guidebook for Providing Education Services for English Learners (ELs), September 2014.

- Teaching practices and behavior expectations unfamiliar to students new to Utah schools;
- Teaching materials or instruction not appropriate for students' English proficiency levels;
- Instruction and/or counseling that is not culturally sensitive or appropriate for ELs' language proficiency;
- Social and/or affective issues (e.g., not feeling accepted, validated, etc.);
- Insufficient information about how to prepare for graduation, college and/or career;
- Financial circumstances (e.g. the need to work during school hours, particularly for older students)

Prosperidad will address each of these concerns and help students succeed academically through the following:

- Establish and maintain a culture of Invitational Education. This approach is welcoming, engaging, and helps students take ownership of their education;
- Provide native Spanish speaking students in the early grades with critical skill and content instruction in Spanish while they are acquiring English fluency;
- For non-native Spanish speaking students, a rapid development of the Spanish language will occur in the 90/10 immersion model;
- Equip students with necessary skills as outlined in the Utah Core Standards by using curriculum that is aligned to the Common Core State Standards in both English and Spanish;
- Provide a parent room at the school equipped with a phone, computers, and resources to help parents be engaged in their children's education and connect with resources in the community;
- Provide sixteen family nights during the course of the school year where parents and students work together on projects and/or parents receive training in helping their children with school work;
- Participate in the federal nutrition program to ensure students are receiving breakfast and lunch;
- Work with community partners including Latinos United Promoting Education and Civic Engagement (LUPEC), Image de Utah, and the Utah Food Bank to help meet other basic needs.

As outlined and supported by research in Section 4: Program of Instruction, the 90/10 model supports not only language acquisition and bi-literacy but also better concept mastery over time, meeting the academic needs of many students that are at risk for academic failure and ultimately dropping out of school.

Eight of the current ten board members were English Language Learners. Founder and board chair, Eulogio Alejandre learned English at twelve years old and started as low as a student can begin. English Language Learners must be identified and supported as early as possible. Using

Sheltered Instruction Observation Protocol (SIOP) and Two Way Immersion Observation Protocol will help students learn content while they learn the second language.

Newcomers to Esperanza

Prosperidad expects to retain 90% of its students, or more, which will help with academic success. If needed, students who enter the school during their 3rd grade or higher will participate in an intensive language development program for a minimum of two weeks and a maximum of 12 weeks. Prosperidad will develop and implement a Newcomer Language Program for non-Spanish speakers after its third year. A Newcomer Program will provide instruction only in Spanish for a short period of time in order to transition to the 90/10 dual immersion program. Some students may not need this additional support, if they can prove they understand both language on the Dibels Spanish Test and the Dibels English test. Other tests may be administered in order to determine actual level if a student is not showing progress at any time during the year.

Prosperidad Academy is fully committed to meeting the needs of all students, but in particular all students who may find themselves homeless.

Outreach

Board member, Eulogio Alejandro has extensive experience in the recruitment of low income, minority, and nonminority students, not only from his current positions working with Esperanza Elementary School, but he has hosted weekly radio programs for years on Spanish radio. Connection with Spanish-speaking television local networks is invaluable in recruiting students. Board members, Christina Morales who served in elected office as a member of the Ogden School District; Jesse Garcia, who served in elected office as Ogden City Council Member; former Superintendent of Ogden School District, Cathy Ortega is well-known in the community; and board member, Marco Montanez has worked in the Ogden School District for 30 years. Board members, Phil Shumway and Jerry Jefferies know the community well. They have operated nonprofit agencies since 1992. The board knows the Latino community because they have been members of this community for decades. The board is well-aware of special recruitment efforts that succeed in low income, ethnically diverse communities. In particular, radio and televisions interviews, visits to local ethnic grocery stores, and sporting events.

Lottery, Enrollment and Admission

All students who complete the interest form before March 1, 2017 will be guaranteed a slot at Prosperidad Academy up to maximum number of slots in the school, which will be 450. There will also be limits for each grade level. The goal is to enroll 75 students in K-3, 50 students in 4th

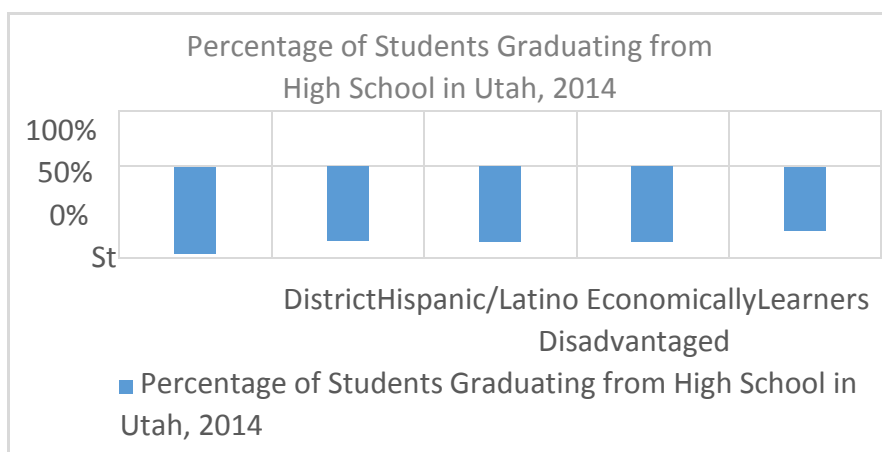
& 5th, and 25 in 6th grade. However, the school will adjust the number of students in each, but will make every effort to enroll 20-27 in each classroom. Anytime a classroom has 30 students, which will be rare to nonexistent, a teacher assistant will be hired to assist the classroom teacher.

Admission will be open to all students who enroll prior to March 1, 2017 up to the school, grade, and classroom limitations. Thereafter, students will be placed on a waiting list. A lottery will be held for any open slots on the first of each month, until limits are reached. The lottery will be completely random on the first year, except that priority will be given to siblings of registered students and children of employees and grandchildren, nephews & nieces, siblings of employees who reside in the same household on the day of registration. Prosperidad Academy will always respect and follow state law and Utah State Office of Education guidelines in their admission, enrollment and lottery processes (UCA 53A-1a-506.5 and R277-470-5).

Section 4: Program of Instruction

Philosophical Approach

There are numerous reasons for students not to achieve academic success and to eventually dropout, particularly for students with EL needs, as outlined previously. The 2014 Cohort Graduation Rate Highlights¹⁰ produced by the Utah State Office of Education illustrates the perpetual



achievement gap for students of Latino origin, those with EL needs, and those who are economically disadvantaged. Ogden School District's lower overall graduation rate is reflective of the higher than average subgroups that tend to have lower graduation rates. The academic program of Prosperidad is that of a minority dominant language approach, also referred to as the 90/10 method. Students in kindergarten and first grade receive 90% of their instruction in Spanish and 10% in English. Each year this percentage is changed by 10%, until fifth grade, when the ratio is 50/50. Prosperidad recognizes the challenges inherent in doing this with students in the upper grades during the initial operating years, as the majority (if any) of the students will not be coming from a language immersion program. To address the issue,

¹⁰ Utah State Office of Education, 2014 Cohort Graduation Rate Highlights, April 2015.

Prosperidad will initially teach more than 50% of the content in grades four through six in English, as illustrated in the chart below.

Operational Year	Kinder (% Spanish to English)	1st	2nd	3rd	4th	5th	6th
Year 1	90/10	90/10	80/20	50/50	80/20	80/20	90/10
Year 2	90/10	90/10	80/20	60/40	70/30	70/30	80/20
Year 3	90/10	90/10	80/20	70/30	60/40	60/40	70/30
Year 4	90/10	90/10	80/20	70/30	60/40	50/50	50/50

Students who enter Prosperidad later than third grade may receive more intensive instruction in a small group setting to accelerate their reading, writing, and/or speaking abilities in either language. Prosperidad understands that during the first and second year of its existence, it will be difficult to start all grades with the researched 90/10 model. While kindergarten, first, and second grades students will be able to use the 90/10 model, the upper grades will be fully integrated in the 90/10 model by the third year. This transition will help students perform better in the SAGE tests.

Educational Priorities

Prosperidad wants each student attending to become bi-literate in both Spanish and English. Research indicates in order for the 90/10 method to work, four key elements must be in place, which Prosperidad has adopted as the priorities of the school and form the core of the academic program. These four elements are identified as well-developed curriculum, properly trained teachers with ongoing professional development, parental involvement, and community support.

Prosperidad also understands that finding fully trained and licensed teachers will not be easy. Therefore, Prosperidad will utilize one or more of the following strategies to attract highly competent and licensed educators:

1. Offer higher than average wages for highly qualified teachers.
2. Recruit from out of the state or the country.
3. Recruit highly passionate, bi-literate, college graduates not yet licensed as educators. Enter into an agreement with a college or university to offer college courses on Prosperidad's campus that will support these future licensed educators.

Well-Developed Curriculum

For the 90/10 model to work well, teachers need curricular materials that are available in both English and Spanish. Students will learn to read Spanish first, and then begin reading in English in second grade. However, books will always be available for students in both English and Spanish in every classroom. Because the mechanics of learning to read are universal, learning to read in a second language requires significantly less time and effort. Short and Fitzsimmons¹¹ presents compelling research in favor of learning to read in a child's native language. Learning to read is a complex process, requiring the student to utilize multiple parts of the brain at the same time. When students are required to learn a new language and learn to read it at the same time, they are, in essence, being required to do double the work of their native-speaking peers. If students are taught to read in their native language while acquiring language skills, their test scores in the long term are higher. Further, Calderon¹² lays out research showing that many students who are deemed "proficient" in English and are exited out of ALS services do not possess the academic language skills to be successful in the classroom, leading to lower achievement levels and higher dropout rates. The achievement gap is usually greater for ELs than for any other subgroup, both in Utah and nationally.

Reading A-Z will be the base of the reading program in both Spanish and English. The curricular resources for teachers and students are available in both languages, and include lesson plans, instructions, and leveled readers. The program is aligned to the Common Core State Standards, and is therefore, compliant with the Utah Core Standards. One of the great benefits of using Reading A-Z is the leveled readers, particularly when they are used in science and social studies, and are the curricular base for Prosperidad's science and social studies programs. Since students will be learning to read English later than those in non-immersion or 50/50 immersion programs their ability to understand a concept in written English in fourth grade may actually be at a second or third grade level. Leveled readers allow the teachers to provide students with grade-specific content at individual grade levels. As students progress in their literacy development, they usually reach grade-appropriate proficiency by fourth grade.¹³

¹¹ Short, D., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

¹² Calderón, M. (2012). Why we need a new way of schooling language-minority children. In Calderón, M. (Ed.), *Breaking through: Effective instruction & assessment for reaching English learners*. Bloomington, IN: Solution Tree Press.

¹³ Lindholm-Leary, K. (2006). 90:10 vs. 50:50 Two-Way Bilingual Immersion Programs. San Jose, CA. San Jose State University.

Reading A-Z will be supplemented by Writing A-Z and Spelling A-Z to complete a full language arts program. Prosperidad will consider other language arts programs with materials in both English and Spanish as they become available and select the one most likely to help students become bi-literate.

Math concepts can also be challenging to understand and master for students who do not possess adequate proficiency in the language in which it is being taught, so the 90/10 method is once again very beneficial for non-native speakers of English. Bridges in Mathematics is the curriculum Prosperidad has selected for math instruction. This curriculum is available in Spanish and English, and is fully aligned to the Common Core State Standards, which means it is aligned to the Utah Core Standards. Providing the teacher with instructional help in both languages allows him/her to effectively teach the students in either language.

Both of these curriculums support development of bi-literacy and the 90/10 method is increasing academic language in English, while facilitating skill development and mastery; both critical for academic success as previously described.

Properly Trained Teachers and Professional Development

One of the difficulties faced by 90/10 programs is finding enough teachers who can instruct students in the minority language. Prosperidad founder Eulogio Alejandro has worked with Weber State University in his capacity as Director at Esperanza to develop a training program for teachers. Under the agreement, the school hires bilingual and bi-literate college graduates to teach, and Weber State University then works with these teachers over two to three years to help them become certified teachers and provide them with support in best practices in a language immersion program.

Recruiting traditionally trained teachers or other professionals can be daunting for a 90/10 program. The experience and community connections of the Prosperidad board make this task somewhat less intense. Mr. Alejandro currently recruits and hires for similar positions at Esperanza and has had great success working with local university employment centers (not specifically targeting education majors), employment service agencies, and Spanish media. The route to train these professionals starts immediately. University courses can begin before school starts. If teachers do not start training in the summer, they begin college classes as soon as school begins. Teachers take two classes in the fall and two classes in the spring, and then four classes in the summer after the first year of teaching. In the fall of the second year teachers take additional classes, and also do student teaching. Teachers are in classes twice a week. The primary focus in the first classes is classroom management and curriculum development. Content curriculum development follows, then multicultural education, and special education.

Parental Involvement

Parental involvement is absolutely critical for success in the 90/10 model. The greatest factor, as noted by Calderon¹⁴ is encouragement by parents. Prosperidad will provide a room for parents to use during the school day, which will include a work space area, and a computer and phone, as many parents' internet access is through their smart phone. By providing this space, the school is welcoming the parents and encouraging them to be present at the school. It also serves as a volunteer center.

Prosperidad will provide 16 family nights (approximately two per month) at the school where parents and students can interact and learn together. Every quarter there will be a math, literacy, science, and Spanish learning activity. Each activity will focus on two to three core curriculum standards, and encourage parents and children to interact with each other. All activities will be relevant for families, and serve to strengthen the desire for a bi-literate education. Examples might include writing a letter together to a relative in Spanish, doubling a favorite family recipe in math class, or exploring Spanish books and re-writing an ending together. It is anticipated that the activities will be offered at several grade levels and families will select the one they feel best meets their needs. One time they may go to a higher grade level and another time to a lower level.

Community Support

Prosperidad will partner with Latinos United Promoting Education and Civic Engagement (LUPEC) and Image de Utah to help recruit students and teachers, build community partnerships, and may serve as advocates for students, teachers, or parents.

Safe School Environment

Prosperidad will create a culture amongst teachers, parents and students the supports, encourages and adheres to **UCA 53A-11, Part 9**. Prosperidad believes every student should have the opportunity to learn in an environment that is safe, conducive to the learning process and free from unnecessary disruption. The school will follow, at a minimum, the strategies listed below to promote school safety.

- The school's governing board will draft its own Discipline policy and solicit input from staff, parents, students and the community at large prior to adopting.
- Adopt a school-wide classroom management policy consistent with Prosperidad's usage of the Invitational Theory.

¹⁴ Calderón, M. (2012). Why we need a new way of schooling language-minority children. In Calderón, M. (Ed.), *Breaking through: Effective instruction & assessment for reaching English learners*. Bloomington, IN: Solution Tree Press.

- Distribute the discipline policy to each family upon enrollment, as well as post the policy in a prominent location at the school.
- Prosperidad will post in its policies and on its website the School Safety and Crisis Line, which will allow students or other individuals to anonymously report unsafe, violent or criminal activities; incidents of bullying or harassment; or incidents of physical or sexual abuse committed by a school employee or school volunteer.

Additional Programs:

- ✓ We do not intend to offer career education.
- ✓ We do not intend to offer distance and/or online education.
- ✓ We do not intend to offer gifted education.
- ✓ We do not intend to partner with a four-year college or university or offer early college options.

Section 5: Performance Measures

Prosperidad will institute accountability measures for its teachers, students, and families. We believe in Pearson's Law: ""That which is measured improves. That which is measured and reported improves exponentially."'¹⁵ Therefore, the school will measure student performance, which is the lead indicator of teacher performance, systematically and frequently. The school administration will report to the board after each assessment on trends and overall progress, and to parents and teachers on individual student progress. Annually, the school will report to its authorizer all required data and expects to be held accountable for results,

Assessment Approach

Prosperidad's approach to assessment contains four foundational practices:

1. Assess students consistent with the minority-language-dominant approach of the school's educational model;
2. Assess students immediately upon enrollment and at the beginning of each school year for proper instructional placement and content exposure;
3. Assess frequently and systematically throughout the year to measure ongoing (formative) improvement in preparation for successful end-of-program (summative) performance within the state's public school assessment framework;
4. Assess the school regularly through surveys from all stakeholders to ensure faculty and family support and confidence and further identify strategies for improving instruction and reaching school-wide goals.

¹⁵ <http://english.stackexchange.com/questions/14952/that-which-is-measured-improves>

This approach is consistent with that recommended by key educational experts at the University of Oregon to provide, “a comprehensive assessment system that includes universal screening, progress monitoring, [and] summative assessments...all designed to get the critical information needed to make informed instructional decisions.”¹⁶

Minority-language assessments

Consistent with the overall thrust of this proposal, the school’s assessment philosophy will provide both Spanish and English formative and summative assessments. Literacy in both languages is a key aspect of Prosperidad’s mission and to student success in this community both in school and later in life. Student progress will therefore be measured, data collected and reviewed, and interventions for students implemented in all core subjects and both languages.

Screening

All students will be assessed immediately upon enrollment in three assessments:

- DIBELS
- IDEL (DIBELS Spanish)
- DIBELS Math

This battery of initial assessments is the beginning of a systematic process to screen all students on essential skills predictive of later literacy and numeracy performance. Based on the results of these assessments, students will receive instruction and curriculum materials targeted at individual levels in each language. As students receive instruction and gain in competence and confidence, further assessments will monitor progress towards individual student goals and benchmarks.

Some students may read better in Spanish than English, or the opposite. In either case, students will receive instruction and reading material in each language that is level-appropriate, challenging, and targeted to increase literacy in both.

Progress Monitoring

Those same assessment tools are used twice more each school year to ensure adequate progress from each student. Follow-up assessments are given in January and in the spring four weeks prior to state testing. This monitoring will provide a good picture of annual progress and achievement for each student.

¹⁶ <https://dibels.uoregon.edu/market/assessment/dibels>

Prosperidad will also use in-program and curricular assessments from the resources described in Section 4 of this proposal. This data is then reviewed ten times per year by each teacher, gathered as a grade-level team in Professional Learning Communities (PLCs) to monitor the progress of each student *on at least a monthly basis*.

Prosperidad will measure student progress and achievement. Those measurements are reported back to the school leadership. This regular use of data to inform instruction will lead to higher achievement and faster progress, which expected results are contained in the Charter Goals below.

School Accountability to Parents and Faculty

Three times each year, Prosperidad will conduct the Conditions for Learning (C4L) assessment, developed by Tetra Analytix. Gathering data on the overall school environment and taking action to strengthen that culture is among the most important things Prosperidad's administration and board will do. Getting regular feedback from faculty, students, and parents about the conditions prevalent at the school, but sometimes not immediately visible to administrators, is another key way that "performance measured" will lead to "performance improvement."

In addition to parental ability to hold the school accountable by measuring the school's overall conditions and culture, Prosperidad will also measure parental engagement and report back to parents. "When performance is measure and reported back, performance improved exponentially." We want parents to be active members of the educational team for their children. The "invitational" aspect of the educational approach will remain, of course, but the school will measure and report back to parents on the following aspects of parental engagement:

- Attendance at the 16 family nights
- Engagement in classroom instruction and events
- Correlate the data with student achievement data

Parents will be able to see through this reporting how much parental involvement helps their child's progress, and what they can do to improve that progress. Prosperidad believes that this is a key area where many schools fall short. Parental involvement improves school and social performance for students in all demographic cohorts¹⁷, so Prosperidad will measure and report back on parental involvement as a way to improve parental involvement at our school.

¹⁷ <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/ParentInvolvement.html>

Charter Goals

Indicator: School Mission and Purpose		
Measure	Metric	Board Goal
Reading Proficiency	DIBELS reading and literacy assessments in each language	First year will be the BASE year. Prosperidad will increase reading proficiency by 10% at the end of the 2 nd year from the 1 st year. For example, if the first year SAGE score was 20% proficient, then the second year will be 22%. Progress will continue at the same rate until Prosperidad's SAGE scores increase to 40%, thereafter the progress will be 5% each year.
Mathematics Proficiency	DIBELS Math assessments	First year will be the BASE year. Prosperidad will increase math proficiency by 10% at the end of the 2 nd year from the 1 st year. For example, if the first year SAGE score was 20% proficient, then the second year will be 22%. Progress will continue at the same rate until Prosperidad's SAGE scores increase to 40%, thereafter the progress will be 5% each year.
Parental Engagement	Parental attendance at family nights	90% of the parents will participate in Student Education Plan and fall parent

		teacher conferences. 90% of the parents will attend grand opening, fall festival, Christmas Program and Spring Festival.
School-wide Performance compared to Ogden School District schools	Current state student assessment tool	Year 3: All SAGE scores will be 20% higher than the first year. For example if the initial score on year #1 was 20%, then on year #3 the score will be 24% proficient. Year 5: The score will be 40% higher than the first year. IF the first year was 20%, then on year #5 the SAGE score will be 28%.
School Culture	Conditions for Learning Survey	After the first year's surveys, Prosperidad will increase the presence of the identified Conditions for Learning at the school until all conditions are present each year.

Educationally Disadvantaged Goals

Prosperidad anticipates that it will serve a large proportion of educationally disadvantaged students. As such, the school will also measure, make progress toward, and ultimately achieve the following goals:

Indicator – Academic performance and student engagement (additional measures)		
Measure	Metric	Board Goal
Charter School Performance Standards for continuously enrolled students	Charter School Performance Standards	Year 3 and Beyond: Meet CSPS in Academic Performance and Student Engagement for students enrolled continuously for three years.

Achievement Gap Decrease—English language Learners (ELL)	Current state student assessment tool	First year will be the BASE year. Prosperidad will increase proficiency by 10% at the end of the 2 nd year from the 1st year. For example, if the first year SAGE score was 20% proficient, then the second year will be 22%. Progress will continue at the same rate until Prosperidad's SAGE scores increase to 40%, thereafter the progress will be 5% each year. Thus, reducing the achievement gap each year.
Achievement Gap Decrease—Economically Disadvantaged (ED)	Current state student assessment tool	First year will be the BASE year. Prosperidad will increase proficiency by 10% at the end of the 2 nd year from the 1st year. For example, if the first year SAGE score was 20% proficient, then the second year will be 22%. Progress will continue at the same rate until Prosperidad's SAGE scores increase to 40%, thereafter the progress will be 5% each year. Thus, reducing the achievement gap each year.

Student Promotions

Prosperidad will promote students to the next grade level using progress in the following criteria:

1. Attendance
2. Class work completed
3. Homework completed
4. Formative assessment results
5. Summative assessment results
6. Social and emotional progress

All decisions will be made as a team of student's teacher(s), parents, administrator, and other specialist, as necessary.

Section 6: Governance

Organizing Documents

Prosperidad is organized as a nonprofit corporation pursuant to the Utah Revised Nonprofit Corporation Act. The Articles of Incorporation (See Appendix C) and the Prosperidad Bylaws (See Appendix D) were adopted on September 26, 2015 by the school's Governing Board. The minutes from this board meeting can be found in Appendix E. The Articles of Incorporation indemnify the State Charter School Board and the State of Utah, including any agency of the State of Utah, from liabilities or financial obligations of Prosperidad or persons who operate Prosperidad.

Open Meetings Laws

The Prosperidad Governing board has received training on Utah open meetings laws. The board has experience with public charter schools in Utah and is committed to following all of the provisions of the Utah Open and Public Meetings Act (UCA 52-4). The school's Bylaws also require adherence to open meetings laws in Sections 3.6(b), 3.8 and 4.6. (See Bylaws in Appendix D). The Governing Board of Prosperidad will ensure:

- All board meetings or board committee meetings where a quorum is present will be properly noticed to members and to the public.
- Minutes and recordings of Board Meetings will be kept, archived and made available to the public as required.
- Only qualifying board meetings and by closed; and then such meetings shall be at the very minimum recorded.
- Annual training on open meetings is conducted.
- All other provisions of the Utah Open and Public Meetings Act are followed.

Governing Board

Pursuant to its bylaws, the Prosperidad Governing Board will consist of 5 - 12 members. The board may elect any person who in its discretion it believes will serve the interests of the school faithfully and effectively by a majority vote of the directors. Board members serve 3 year terms, with the opportunity to serve a total of 6 years. Terms of initial board members are

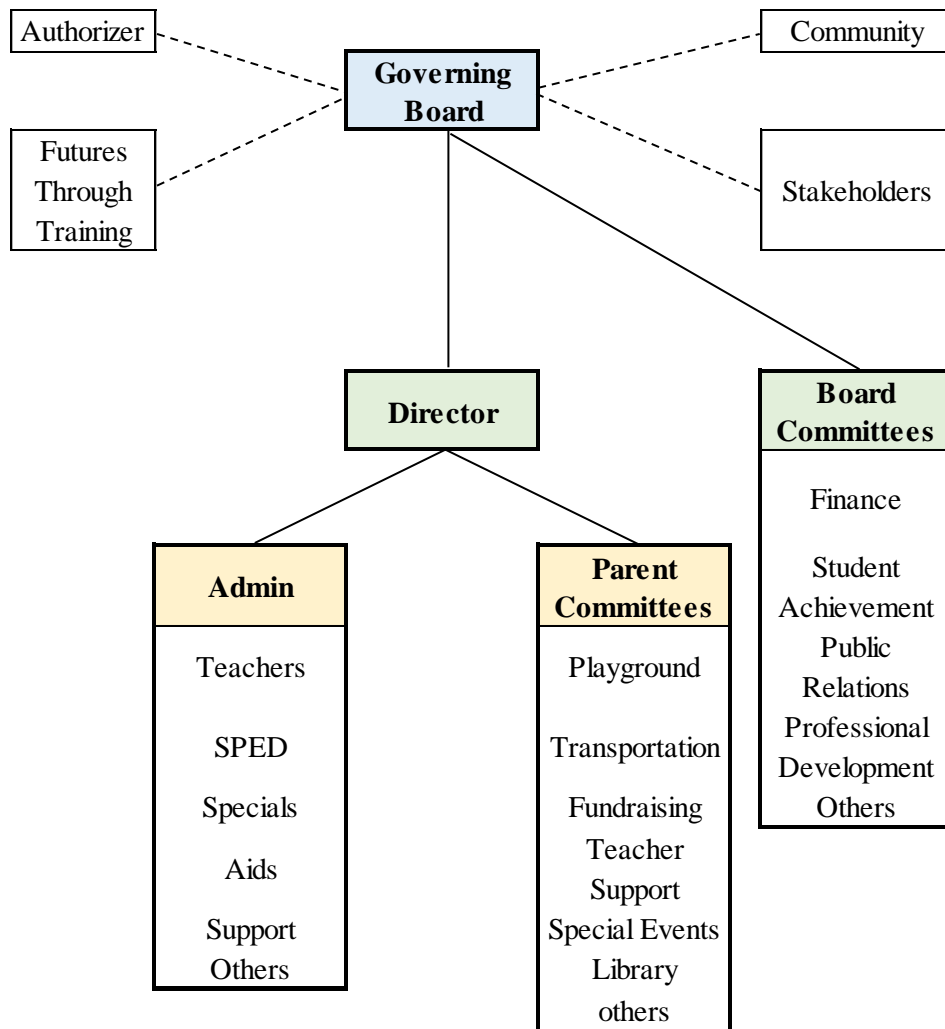
staggered to maintain continuity. The Governing Board will have the following key responsibilities:

1. Ensure the school is fulfilling its mission/vision and charter promises. (outcomes & student achievement)
2. Take fiduciary responsibility for the appropriate and efficient management of school funds.
3. Recruit, hire and retain key school administration to perform the management functions of the school.
4. Govern the school through policy making and long-term strategic planning.
5. Advocate in the community and fulfill a proper role as school ambassador.
6. Ensure regulatory and other compliance to authorizer and stakeholders.

Governing board members are expected to attend at least 10 monthly board meetings per year, serve on a board committee, attend an annual retreat and participate in regular professional development events. Integrity and passion for the school's vision will be key factors in considering new board members.

A healthy relationship and communication between the Governing Board and School Administration is critical for the school to succeed. During the start-up phase of the school, which includes the schools founding years, planning year and part of its first operational year, the Governing Board will play a more hands-on role. Board members may assist in hiring teachers, recruiting students, training staff, purchasing equipment, obtaining facilities, writing handbooks, etc. However, by the end of the first operational year, the Governing Board will take on its long-term role of governance, leaving managerial and daily administration to the school's Director, who will be a paid professional.

The organizational chart below shows the ultimate relationship structure that will exist between the Board and school management.



Current Governing Board Members

The founders of Prosperidad represent a passionate group of experienced individuals who are committed to providing the best possible educational experience to minority school-age children in Utah. This founding board has intentionally been organized to include members with expertise in the education program, finance, legal and community. This team is committed to doing the important work that will be necessary to found and sustain a quality school. They not only have the desire, but the experience as well.

BOARD MEMBERS

Eulogio Alejandro – Eulogio is currently the Director of Esperanza Elementary, a public charter school located in West Valley UT. Eulogio also served as the Executive Director of Futures Through Training from 1994-2001.

Christina Morales – Christina served as a member of the Ogden School District Board of Education. Christina has also served on many other boards, including the Ogden City Civil Service Commission, Ogden/Weber Applied Technology College Board of Trustees, Ogden Area Community Action Board of Directors.

Phillip Shumway – Phil is the Chief Administrator for a private not-for-profit agency that is contracted to provide residential services, support living, support employment, day training, family support services and support people with disabilities. Phil is responsible for the financial management of the company.

Ginger Huerta – Ginger served on the Utah Occupational Therapy Association Executive Board. While on the board, Ginger was heavily involved in the planning and continuing education events. She brings a wealth of marketing knowledge.

Marco Montanez – Marco worked as a youth case manager with Futures Through Training, as well as a mentor at the Summer Youth Employment and Training Program. This work was focused on primarily reading, writing, and arithmetic.

Angela Farias – Angela is currently pursuing degrees in Political Science, and Spanish. Since graduating high school in 2013, Angela has focused on a non-profit designed to help Latino girls obtain a college education. In less than a year, Angela has helped four individuals get into college, and further their education.

Jesse Garcia – Jesse currently serves on the board of Futures Through Training. He has also worked as a case manager with FTT. He also serves on the IMAGE de Utah Board.

Jerald Jeffries – Jerry has served on multiple boards since 1989. He brings a great knowledge of how an effective board should operate, and function. He is currently the Executive Director of Futures Through Training, a position he has held since 1994.

Cathy Ortega – Forty years overall in education allowed me the opportunity to work with numerous non-profit organizations. As Superintendent of Ogden City Schools in Ogden, Utah, I had the opportunity to serve as a board member to some non-profit agencies. The partnerships were beneficial to the schools as well as the community. I have also been involved in the inception of a STEM charter in the Adams 12 Five Star Schools in Thornton, Colorado.

See attached Background Information Sheets on each member. Appendix D

Recruitment of Board Members

Prosperidad's Governing Board will conduct annual assessments of their own fulfillment of board responsibilities, determine who will remain on the Board in the coming year and recruit new members accordingly. Recruitment of members of the Governing Board will vary based on the needs of the school at the time of recruitment. Although most new board members will be recruited internally from well vetted individuals who have served on committees, Prosperidad will also recruit by posting on the Utah Non-profit Association's online position board and with other associations that support public education for ethnic minorities.

Board Member Professional Development

In order to ensure that members of the Prosperidad Governing Board are well-versed in their responsibilities, including: governing, oversight and strategic planning; sound and well-accounted financial management of public funds; compliance with all state and federal legal obligations; responsibility to represent the community's interests; and ensuring alignment of activities with the mission and vision, the Governing Board will adopt the following practices:

1. On-going professional development at monthly meetings.
2. Training sessions by the Utah Association of Public Charter Schools.
3. Formation of a Board Development Committee to over-see and implement on-going professional development, creation of board member agreements and board books, and scheduling a strategic planning.
4. Creation of a Board Calendar including, but not limited to:
 - a. Annual Budget Approval (for upcoming and previous year)
 - b. Review of Form 990 & Annual Audit
 - c. Governing Board Meetings
 - d. Committee Meetings
 - e. Review of Board Member Agreements & Conflict of Interest Forms
 - f. Annual Retreat (including review of mission, vision, charter, and goals)
 - g. Fund-raising events
 - h. UAPCS and other National Conferences
 - i. Approval of Utah Consolidated Application
 - j. School Trust Lands training videos and plan approval

As Governing Board members turn-over, it is intended that the practices of regular strategic planning and professional development will continue at monthly meetings. In addition, orientation meetings provided by the President and School Director will help incoming Governing Board members with their responsibilities and the mission and vision of Prosperidad.

At the time of application, there has not been a decision made if founder Eulogio Alejandre will continue as the chairman of the board, director of the nonprofit organization, or the principal

of the school. However, the three original founding members, Eulogio Alejandre, Phil Shumway, and Jerald J. Jefferies will be involved with the school in the foreseeable future.

Section 7: Staffing

As detailed in Section 6, Prosperidad is governed by a Governing Board that is responsible for the overall policy, direction and compliance of the school according to Utah law. The Governing Board will hire a Director that will oversee the day-to-day operations of the school. As part of these day-to-day responsibilities, the Director will oversee, and manage staff. Prosperidad will consist of an Administrative team, and Instructional Staff. With Prosperidad's targeted population, the Administrative team will play a key role in the success of its student. There are a couple of positions that are vital in a school designed to serve, and support the Latino Community. The Administrative team will be as follows:

Executive Director/Principal

The Executive Director/Principal is hired by the Board of Directors to fulfill the mission of the school, carrying out its goals and objectives, managing all aspects of the school and nonprofit corporation; to meet school and student academic goals and to ensure a vibrant school community; to be the face of the school through effective public and community relations; and to oversee all business, financial and data management aspects of the school and nonprofit corporation.

Qualifications:

- Master's degree or above
- Knowledge of financial management and business operations
- Experience with business development and grant writing
- Experience with public relations and marketing
- Experience with relevant federal, state, and charter school regulations
- Experience with charter school management
- Bilingual and biliterate in English and Spanish

Responsibilities:

- Ensure school quality and improvement through ongoing evaluation of clear, measurable goals and objectives; prepare, in collaboration with the Board and for Board approval, an annual set of measurable goals and objectives for the school and the nonprofit corporation.

- Work effectively and regularly communicate with the Board of Directors, attending board meetings as a non-voting ex-officio member.
- Implement policies and procedures as determined by the Board of Directors.
- Ensure that administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning and evaluation is continuous.
- Work collaboratively with the board to develop processes for effective communication within the school community including board reports, communication with staff, meeting facilitation, and provide support for the parent organization.
- Ensure the fiduciary health of the school and nonprofit corporation by overseeing all business, financial and data management aspects.
- Establish and oversee financial policies.
- Oversee the development of the school's annual budget in coordination with the Board of Directors; present annual budget to the Board for approval; implement approved budget.
- Ensure the compilation, preparation and timely completion of all reporting, USOE, State of Utah and Federal.
- Lead development efforts by researching, pursuing, and managing grant funds, corporate and individual donations.
- Oversee maintenance and operations of the school facility, including supplies, equipment purchasing, vendor relations and general management.
- Oversee the development, maintenance, and implementation of public relations and marketing plans; be the primary representative of the school and nonprofit corporation with the community.
- Serve as the primary point of contact for community relations by attending or conducting meetings of constituent groups, attending school functions, attending external meetings, conferences, or legal training sessions.
- Maintain relationships and membership to state and national charter school organizations as appropriate.

Counselor/Social Worker

Prosperidad's Social Worker promotes and enhances the overall academic mission by providing services that strengthen home/school/community partnerships and alleviate barriers to learning. The School Social worker significantly contributes to the development of a healthy, safe, and caring environment by advancing the understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student successes and by implementing effective intervention strategies.

Qualifications:

- Biliterate in English and Spanish

- Familiar with the Hispanic community and available resources
- Possession of a valid Utah credential as a school social worker (K-12)
- Possession of a Masters degree in counseling or social work or related field such as Psychology
- In-depth knowledge of special education and in-depth experience working with students with exceptional needs

Responsibilities:

- Be a resource for Prosperidad students and families of students who are facing any kind of familia trauma such as abuse, divorce, death, job loss, drug use, police arrests, prison/jail terms, etc.
- Work closely on a regular basis with administration and the Community Learning School liaison to provide expertise and resources to achieve Prosperidad's Community Learning School goals.
- Work with the administration to develop a mentoring program for students.
- Make home visits when deemed necessary.
- Attend IEP meetings

Business Administrator:

The Business Administrator's responsibilities will include oversight of the budget and accounting functions at Prosperidad as described in Section 8. The Business Administrator will be hired by the Executive Director, with approval from the Governing Board, to oversee the financial management and budget compliance responsibilities at Prosperidad. In particular, the Business Manager should:

- Have an advanced degree in a relevant field (e.g., Business Management, Accounting);
- Have experience in budgeting, accounting, and/or auditing, preferably at a charter school;
- Demonstrate sound judgment;
- Be able to clearly communicate financial data to the relevant stakeholders;
- Have experience managing funds for a business, non-profit, school, or other large organization;
- Be committed to the long-term growth and sustainability of Prosperidad;
- Possess an understanding of relevant federal and state laws regarding the use of funds, accounting, and reporting.
- Biliteracy is not required, but would be preferred

Esperanza Elementary and Dual Immersion Academies have hired a Business Services Provider to perform all of the tasks outlined above, as well as a few more. While

Prosperidad will likely hire these services out as well, no formal vote has taken place, as well as any necessary RFP's for such services. Because of this, the duties are outline under staffing, which may be an option as well. The salary noted in the budget, along with the benefits for that salary, equal that of which those schools are currently paying for a Business Services Provider.

The Board Treasurer will meet regularly with the Business Manager, or Provider, to ensure that the school is maintaining fiscal responsibility. Phil Shumway has filled this role with many non-profits in the past, and will continue to fulfill this role as the Board Treasurer for Prosperidad.

Administrative Assistant

The Administrative Assistant will work directly with the Executive Director in a supportive capacity. Responsibilities will include:

- Student enrollment and schedules;
- Submission of reports;
- Communications;
- Scheduling and organization of Council meetings, including agendas, and other logistical functions.
- Biliterate

Receptionists

The receptionists are in many ways the first impression and face of the school. As such, the receptionists' responsibilities include building personal relationships with students and parents, in addition to tracking attendance, answering phones, assisting students and teachers, and general secretarial duties that may be shared with the Administrative Assistant.

Teachers

Prosperidad Academy knows that finding qualified teachers will be a formidable task. Prosperidad will recruit teachers, in particular from Utah primarily. Six months before school opens, Prosperidad will commence recruitment efforts from outside the state. If necessary, Prosperidad will recruit from outside the country, but only for grades kindergarten and first grade because they will be able to teach in Spanish for the most part. Three months before school starts, Prosperidad will select a small group of college graduates who are bi-literate and who will participate in a rigorous program of study in conjunction with a system of higher education that will bring content, pedagogy, and behavior management courses to the campus of Prosperidad. Participants in this program will qualify, not only for a Utah teaching license upon completion, but also for a Master of Education degree.

A teacher at Prosperidad should:

- Have received at least a bachelor's degree at an approved higher education institution;
- Hold an appropriate license with all required endorsements as approved by the USOE or be on track to complete an alternative licensure within 3 years of hiring;
- Demonstrate a strong commitment to the mission of Prosperidad
- Possess a clear and demonstrable concern for the children to be taught;
- Have experience in teaching, with an ability to demonstrate excellence in the integration of arts, movement, and project-based learning into the classroom;
- Be able to differentiate instruction based on the needs of students;
- Understand how to use formative and summative assessment to inform teaching practice;
- Have excellent communication skills and an ability to work well with colleagues, administration, and parents;
- Be willing to seek additional training and certification, such as the requirements set forth in NCLB for "Highly Qualified" teachers; and
- Seek continual learning and self-development

Librarian/IT Specialist

The Librarian/IT Specialist at Prosperidad will be charged with maintaining all print and digital media and resources. Responsibilities will include:

- Maintaining current library of resource and curriculum materials for teacher use;
- Acquiring texts for students in relevant areas of interest, including textbooks for mathematics and readers for language arts;
- Maintaining subscriptions to relevant educational periodicals and making them available to teaching staff;
- Ensuring that technical needs are being met within the school and offering technical assistance, as needed.

Special Education Director

The SPEDD will be a full-time teacher who works directly with students and helps to coordinate the school's special education program. Specifically, the SPEDD will:

- Oversee the development and implementation of IEP's;
- Mentor and coordinate with other special education teachers, aides, and classroom teachers to ensure the needs of special education students are being met;

- Coordinate with other professionals, including psychologists, occupational and speech therapists, doctors, and others;
- Regularly assess student progress;
- Ensure compliance with all relevant state and federal regulations and report accordingly;
- Help develop the budget and documentation necessary for students with IEP's to receive IDEA Part B funds; and
- Work directly with special needs students to support their development and learning goals.

The SPEDD will be hired by the Executive Director and should:

- Have a minimum of a Bachelor's degree in Special Education;
- Have experience working with special needs students in the school setting;
- Have a working knowledge of all relevant state and federal regulations regarding special education, including IDEA, ADA, and Section 504;
- Have experience over-seeing the IEP process;
- Possess clear written and oral communication skills;
- Be able to work well with other professionals, including psychologists, occupational and speech therapists, doctors, and other relevant specialists;
- Demonstrate a strong commitment to special needs students; and
- Have a working knowledge of and demonstrated commitment to the mission of Prosperidad.

Teacher Aides

- At least a High School Diploma. Preference will be given to applicants with at least 40 semester college credits
- Teacher assistants will support teachers in the classroom
- Must be willing to complete daily tasks, set forth by teachers
- Must work well with students

Specialty Teachers

Prosperidad will also hire a part-time music teacher, and part-time chess instructor. Applicants must hold a minimum of a high school diploma, and have experience teaching in their respective fields.

BACKGROUND CHECKS

All employees, board members, volunteers, and visitors will go through a rigorous background check that will not only meet, but will exceed mandated requirement. All visitors working directly with children must also provide a background check.

PROHIBITION OF CONTRACTING CERTAIN EMPLOYEES

Prosperidad Academy is committed to hiring only highly qualified and competent employees whose educator licenses have not been suspended or revoked by the Utah State Board of Education.

HIRING PRACTICES

Prosperidad Academy is an Equal Opportunity Employer and does not discriminate based on disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry. Prosperidad Academy follows all requirements of ADA regarding job application procedures, hiring, advancement and discharge of employees, worker's compensation, job training, and other terms, conditions, and privileges of employment. Prosperidad Academy shall provide reasonable accommodations to all disabled employees.

At Will Status

Under Utah State Law, Prosperidad Academy is exempt from the Utah Orderly Termination Act. All Prosperidad Academy employees are at-will employees and have no expectation of continued employment. Prosperidad Academy desires to dismiss employees only when it is in the best interest of the school's mission, its educational philosophy and its students.

Employment

Prosperidad Academy will make every attempt to publicize and attract applicants who are qualified and exhibit passion and aptitude for teaching in its language-immersion program and its school community that includes Glasser's Quality School model and Purkey's Invitational School principles. In all cases, Prosperidad Academy will select its personnel directly and in compliance with all Federal and State rules and regulations. As charged by the Board, Prosperidad's CEO/Director in collaboration with the Principal/Instructional Leader is responsible for the hiring, supervision, evaluation, and termination of the school's staff, or the delegation thereof.

Offers of employment are made in writing which, if accepted, are signed and returned to Prosperidad Academy. Accepted offers establish and acknowledge an agreement to an employment relationship between the employee and Prosperidad Academy. This agreement outlines the job requirements as well as compensation and benefits. Employment offers may be renewed yearly for all employees, including the CEO/Director. Prosperidad Academy will ensure that the Employment Agreement does not eliminate the school's At-will status and will have Utah Risk Management deliver an opinion on the document before it is put to full use.

All employees of Prosperidad Academy are expected to conduct themselves in a professional manner. Employees of Prosperidad Academy shall:

- Maintain current licenses for any positions held.
- Pass a background check as often as State Statute requires and provide accurate and true school records including application for employment.
- Have only appropriate and professional relationships with students.
- Treat all students fairly.
- Ensure confidentiality of student information.
- Take personal responsibility for teaching individual students.
- Work towards continual improvement in using the tools and strategies that best meet the needs of diverse students.
- Be in attendance and punctual for required meetings and trainings
- Have an attitude of encouragement and providing aid that enhances the work performance of others.
- Comply with dress standards.
- Not use, possess or unlawfully distribute illegal or unauthorized drugs.
- Act in accordance with other accepted professional standards.

Corrective Action, Disciplinary Action, Termination

Prosperidad Academy values differences and believes in excellence. The school will work to create a culture where peer and supervisor critique is expected and welcomed. In the event of corrective action, Prosperidad Academy will make a good faith effort to help the employee improve before termination, so long as such actions will not have a significant negative impact on students or overall staff morale.

The following list of reasons for termination or discipline is not all-inclusive. The Board and CEO/Director retain the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

- Falsification of information supplied to the school, including but not limited to application information, employment data, reports, and testing data;

- Insubordination, which is defined as “Refusal to obey a directive which a supervisor is entitled to give and have obeyed”;
- Disclosing or using confidential or proprietary information without authorization;
- Improper or unlawful physical contact with students;
- Manufacturing, possessing, using, dispensing, distributing, selling, and/or engaging in any transaction or action to facilitate the use, dispersal, or distribution of any illicit (as opposed to authorized) drugs or alcoholic beverages on school premises or as a part of any school activity;
- Possessing, viewing, or distributing pornographic material in any form.
- Possessing a firearm or other weapon on school property or while conducting school business;
- Failure to report within five days to the school any charge or conviction under any criminal, drug, state or felony arrest;
- Failure to obtain or maintain an appropriate license;
- Theft or destruction of any kind, including school property;
- Inability, incapability, or failure to perform essential job functions despite reasonable accommodations;
- Evident unfitness to perform teaching duties;
- Violation of school policy which is of sufficient gravity to warrant disciplinary action or termination;
- Conviction of a crime which has a rational nexus to education;
- Conduct which is harmful to students and which is of such a negative nature that it warrants disciplinary action or termination;
- Discourtesy to students, parents, peers, and or supervisors or any type of harassment;
- Sleeping on the job or leaving the job without authorization; and
- Any reason the Board or its Designees(s) in its sole discretion deems reasonable and appropriate and as pertains to the Vision and Mission of Prosperidad Academy.

Nothing contained in this section is intended to create, or can create, any contractual or other legal rights. Employment by Prosperidad Academy remains at-will. Any procedure or practice, whether set forth herein or not, is employed at the discretion of the Board of Directors and its designee(s). Either party may terminate employment at any time, with or without cause, warning or notice. Nothing contained herein creates any expectation of continued employment.

A committee made up of parents and board members will hire a director/principal of the school. The rest of the faculty and staff will be hired by a committee of parents, a board members and the principal. The committee will recommend applicants, but it will be sole responsibility of the principal to offer employment agreements to all faculty and staff.

Section 8: Business Plan and Budget

CHARTER SCHOOL BUDGET TEMPLATE

The Prosperidad Governing Board recognizes the need to make sound financial decisions a daily practice of the school in order to accomplish our mission. In addition, Prosperidad's budget priorities and decision-making are aligned to our mission.

The area of scope for financial decision-making includes, but is not limited to, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services. The Governing Board holds the school's Director accountable for administering the budget. As yearly budgets and projections are prepared, Prosperidad will ensure the funds are tied to fulfilling the Prosperidad's vision and mission and that the vision and mission remain operationally feasible. Please see the attached budget for details on the 10-year pro forma.

The numbers depicted in the pro forma were calculated by looking at costs at other charter schools with similar enrollment, and staffing, specifically Esperanza Elementary.

CONTINGENCY PLANS

In addition to the budget outlined at full-enrollment, a budget outlining the enrollment needs for a break-even scenario in the first operational year has been provided.

Enrollment Risk - Prosperidad will offer early enrollment with the first lottery occurring in January 2016, so that an assessment of student enrollment numbers can be made before hiring permanent staff. Because employment costs represent such a large portion of the school's costs, it is an area that can be regulated to match enrollment needs. If enrollment is not met, the school will reduce the number of classroom teachers, will reduce the salary and benefits packages of the administrative staff and will use parent volunteers for classroom aids. Enrollment risk could also impact the amount of specialty teachers used by the school, resulting in the need to hire only part-time specialty teachers or for classroom teachers to also teach the extra classes of music, PE and art.

Additionally, by enrolling early, Prosperidad can keep an open dialogue with its Developer. Prosperidad has already spoken to two Developers that would be willing to carry the

interest a little longer, and give the school the option of not starting its lease payments until October or November of its first operational year.

Financial Risk - Limits on Appropriations: The Prosperidad Governing Board and administration will decide each year on the priorities for the school. The chosen priorities will direct the use of public resources. In the first two operational years, the school will appropriate a substantial amount of resources for hiring, Invitational Learning training, and monitoring educational staff as well as acquiring supplies and physical resources that will enable Prosperidad to accomplish the vision and mission. However, appropriations in the final annual budget will not be made for any fund in excess of the estimated expendable revenues for the budget year.

Policy on Making Appropriations In Excess of Estimated Expendable Revenue: Prosperidad takes very seriously its responsibility to wisely and ethically use and manage public funds. The school will maintain a policy of fiscal solvency; no appropriations will be made for any fund in excess of the estimated revenues. Therefore, no budgets may be approved which show a budget deficit. Expendable revenue will be reduced by any existing deficits provided these occur through emergency or other unforeseen circumstances.

Reserve Fund – The Prosperidad Governing Board will work with accounting professionals to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school’s mission, values and spending priorities and must receive approval in an open meeting.

Emergency Expenditures - In the event of an emergency, the Executive Director or member of the Governing Board may authorize expenditures outside of existing budget categories. Such approval must be rare and require notification to the Director within 24 hours or as soon as possible, written determination for the basis of the emergency, and selection of the particular expense budget line item. However, such approval requires justification in the following open council meeting. In the event of an emergency (UCA § 17B-1-623), the Governing Board may, by resolution, amend a budget and authorize an expenditure of money that results in a deficit. This may occur only if the Governing Board determines that:

- (a) An emergency exists,
- (b) The expenditure is reasonably necessary to meet the emergency, and
- (c) The expenditure is used to meet the emergency.

Prosperidad acknowledges that neither the chartering entity nor the State of Utah, including an agency of the state, is liable for the debts or financial obligations of the school or persons/entities that operate the school.

PEOPLE, SYSTEMS, AND PROCEDURES

Prosperidad has put people and procedures in place in order to optimally manage school finances. Below is a description of the procedures and includes a description of the responsibilities assumed by the Governing Board, Executive Director, Business Administrator, and other staff.

The Governing Board - The Governing Board is responsible for the financial oversight and management of the school in accordance with state and federal laws. Prosperidad's financial information will be gathered and reported consistently across all fiscal periods.

The Governing Board is responsible for operating the school in accordance with the representations made in its charter. Specifically, it shall have the sole authority to approve and will incorporate into its minutes such matters as:

- Adopt and amend fiscal policies and procedures Adopt and amend the annual budget
- Select or terminate the Executive Director
- Change key employees' salary and benefits
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter
- Investment policies, depository and investment banks
- Purchase, sale, or lease of property
- Review and accept interim monthly financial statements
- Select the school's auditor (CPA firm)
- Review any transaction or account of the school at its discretion.
- Adopt and amend fiscal policies and procedures

Audit: The Governing Board contracts annually with a qualified independent certified public accounting firm to conduct a fiscal audit of the school's financial records and statements. The Annual Financial Report and Audit (UCA § 53A-3-404) will be prepared as required by UCA § 51-2a-201 and Audit consisted with will be performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S. Office of Management and Budget's Circular A-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

Budget: An effective Governing Board provides financial security for a school through oversight of the budget and financial operations. Prosperidad's finance committee, which is made up of the Business Administrator, the Director, and selected Committee Members, will work together to prepare monthly and annual budgets. The budgets will use the USOE chart of accounts and budget categories. These budgets will be reviewed and approved in an open Board Meeting with appropriate notice to interested parties, as provided by UCA §53A-19. All interested persons in attendance at the open meeting will be given an opportunity to be heard on any item in the budget.

The School Administration prepares an annual operating budget of revenues and expenses (forecast or budget) for approval. The Governing Board approves a final budget for the operation of the school for the next twelve months. Both of these budgets are approved no later than June 30th of each school year. Budgets are reviewed and modified as necessary. These forward-looking budgets and projections are reviewed and approved by the Governing Board at an open and public meeting.

- The fiscal year (budget year) of the school is July 1st through June 30th. The appropriate accounting period is used for all adjusting entries and accruals;
- Financial statements displaying budget vs. actual results are prepared by the business office and reviewed by the Executive Director and Treasurer and are presented to the Council at each Council meeting (with limited exceptions);
- Administration shall follow the Council approved budget with exceptions approved by the Governing Board.

Insurance and Bonding: The school maintains minimum levels of coverage, as deemed appropriate by the Governing Board, for the following policies:

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- Directors and Officers
- A Treasurer's Bond (fidelity bond or Public Official Bond)
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Other insurance as requested

A Treasurer's Bond (fidelity bond or Public Official Bond) is required on the person who has investment control over the school's public funds, typically the Business Administrator (UCA 51-7-15). This insurance coverage is not included in the school's other insurance policies and must be purchased separately. The school requires proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the Governing Board. In the case that Prosperidad contracts for business services, the school will require that, that firm carries proper insurances. Prosperidad will also have a Treasurer's Bond for the Board Treasurer.

Financial Reporting: Each month the Business Administrator will reconcile the accounting books. A budget-to-actual report will then be provided to each member of the Governing Board as well as the school administration. Additionally, Prosperidad's Finance Committee will meet monthly, before the board meeting, to go over the budget in detail. Financial

statements will be provided as required to the chartering entity. Prosperidad will accommodate any person's request for public documents made in compliance with Utah State Code and Federal regulations governing the request of public records.

The business office is required to maintain supporting records in sufficient detail to prepare the school's financial reports, including;

Monthly

- USOE—Monthly Financial and Enrollment Report
- Internally generated Income Statement, including budget vs. actual comparison and adequate notes & explanations
- Balance Sheet
- Cash Flow Statement
- Transaction Register

Quarterly

- IRS Form 941 and payroll tax returns and comparable state taxing authority returns

Annually

- Financial statements for audit
- Annual budget

Budget Amendment Process: Any proposed budget changes throughout the year will be reviewed by the finance committee and approved by the Prosperidad Governing Board in open meeting, as constituted by UCA 53A-19, and reported to USOE.

Business Administrator - Prosperidad will hire a Business Administrator in the planning year who will fulfill the requirements of the Business Administrator, which is consistent with UCA 53A-3-302. The Business Administrator's financial duties include, but are not limited to:

- Tracking expenditures, employee hours, and other measures and report all necessary data to the relevant entities.
- Working with an auditor to assure Prosperidad compliance to all relevant regulations, guidelines, and best practices.
- Attending all meetings of the Governing Board, keeping an accurate record of its proceedings, and having custody of the seal and records;
- Being custodian of all school funds after deposit in the school's account by action of the Governing Board Financial Coordinator;
- Countersigning with the President of the Governing Board legal documents approved by the Council;
- Attending all necessary Utah State Office of Education USOE School Finance trainings;
- Keeping accurate records of all revenues received, their sources, dates availability, and federal and state allowable expenditures to ensure that funds are spent in line with rules of state and Federal programs;

- Preparing and submitting to the Governing Board each month a written report of the school's receipts and expenditures;
- Using uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Utah Budgetary Procedures Act;
- Preparing and submitting to the Governing Board a detailed annual statement for the period ending month/day/year, of the revenues and expenditures, including beginning and ending fund balances;
- Assisting the Executive Director in the preparation and submission of budget documents and fiscal reports required by law or the State Board of Education;
- Insuring that adequate internal controls are in place to safeguard the school's funds;
- Overseeing the human resource and benefits components of Prosperidad hiring and budget process.

Prosperidad's appointed business administrator and will be responsible for submitting all reports and information required by the Utah State Board of Education (see R277-470-9(D)).

Fiscal Procedures: Prosperidad is committed to ensuring sound fiscal procedures. As part of this commitment, Prosperidad will adopt fiscal procedures to safeguard school assets and resources and procedures surrounding purchasing requirements, as stated by UCA § 63G-6 and Administrative Rule R33. Prosperidad will also identify the important role of its Business Administrator by clearly outlining the job description, including qualifications and duties, see Section 7.

USOE School Finance Training: The Prosperidad Governing Board understands that it is fiscally responsible for all school assets and appropriate use of state and federal funds. Prosperidad assures that the Business Administrator will attend all necessary USOE School Finance trainings prior to working with Prosperidad, and that the Business Administrator will be able to articulate a clear understanding of the importance of continual attendance at these trainings.

In addition, the school will ensure that a representative from the Prosperidad Governing Board, preferably the Treasurer or Board Chair, will attend the USOE school finance training and all other required finance trainings prior to the first day of school.

Administrative Staff - The Administrative Assistant, under the direction of the Director, will be responsible for all student data in the Aspire system offered through the state SIS program. Training for this responsibility has been accounted for in the budget. The Administrative Assistant will also file the following Required Reports:

- Declaration of Household Income Survey
- Fee Waiver Application
- Parental Request to Prevent Disclosure of Directory Information
- Request for School Records Form

Generally Accepted Accounting Principles - Prosperidad's fiscal procedures will include practices that are consistent with generally accepted accounting principles. This includes, but is not limited to, consistency, relevancy, reliability and comparability.

Prosperidad's financial information will be gathered and reported consistently across all fiscal periods. The financial information and documentation retained by the school will be appropriately relevant, thereby supporting the financial condition of Prosperidad. All financial information will be reliable and verifiable by an independent party. This means that Prosperidad's financial statements will present a clear picture of what is happening with the school at any point in time. Prosperidad will also ensure comparability. By ensuring comparability, the school's financial statements and other documentation will be comparable in performance to other successful charter schools. Furthermore, Prosperidad will adhere to the following fiscal procedures which have been approved to facilitate the execution of fiscal responsibility: Gift Policy and Disclosure Form, Fixed Asset Management Policy, Record Keeping, General Procedures, Internal Controls, School Property, and School Procurement Policy.

Salaries

The salaries outlined in the budget have been extensively researched. All salaries have been compared to start-up charter schools within the same area, as well as charter schools serving similar demographics. Prosperidad has a clear understanding of the skill level needed from each teacher, and because of this, has budgeted enough money in salaries to obtain the necessary teachers. We have also budgeted for a benefits package that outperforms many of the schools in the area.

Replacement Needs

As with all schools, Prosperidad plans on replacing items in the school, such as equipment, IT, and even cosmetic needs of the school. While most of these items are typically addressed on an "as needs" basis by most schools, Prosperidad has budgeted to put away at least 5% of its revenues each year to pay for such items as they arise. Additionally, in the pro forma budget, the school has allocated larger amounts in "PROPERTIES" in particular years, with this understanding that these particular years, there is a high probability of higher amounts of money being spent. For instance, in speaking with most schools, items such as computers have a shelf life of about 3-4 yrs. We have budgeted minimal amounts each year to replace odds and ends, but in years 4 and 8, we have budgeted a large amount, assuming that we will need to replace a good number of computers in these years.

FACILITY

Site Selection Criteria - A number of important criteria have been used as we have considered the various locations for the Prosperidad school facility.

- Safety - Safe walking routes, protection from busy roads, neighborhood crime rate, proximity to bars, tattoo parlors, alcohol distributors, general safety of property attributes (canals, lakes, etc.).
- Access - Close proximity to public transportation and enrollment base, adequate driveways, proximity to main roads and easy access by parents.
- Size - Sufficient acreage to build a facility of at least 40,000 square feet, sufficient parking and adequate play area, and outdoor classroom area. (approximately 3-5 acres). In the event that Prosperidad renovates and existing location, the same space will be needed.
- Infrastructure - Proximity of 3-phase power, adequate sewer capacity, large water line for fire, favorable zoning, favorable storm-water conditions, required fill or land clearing, secondary water rights, flood plain issues.
- Pricing - At or below market pricing, appropriate for a conservative budget.
- Community - Support from the local neighborhood, businesses, county and municipality, ease of obtaining local permits, existing easement requirements, etc.

Proposed Building Specification:

Room	Number	Size	Total Sq Ft
Principal	1	120	120
Admin Offices	2	100	200
Reception	1	200	200
Sick Room	1	120	120
SPED	1	750	750
Teacher Prep	2	250	500
Art Studio	1	850	850
Kitchen	1	1,000	1,000
Teacher Lounge	1	350	350
Cafeteria/Gym	1	5,000	5,000
Utility Room	2	100	200
Hallways/Commons	1	5,000	5,000

Library/Comp Lab	1	4,000	4,000
Classrooms	20	950	19,000
Bathrooms - Staff	2	75	150
Bathrooms-Students	2	800	1600
Storage	1	1500	1500
Total Square Footage			40,540

The Facility should include a playground, community areas, auditorium/gym, library/computer lab, and art studio. The items Prosperidad would like to incorporate are as follows:

- Playground - accessible swings, recycled wood chips, student garden area, benches, trees, and gray water system for landscaping
- Community Areas - sky lights, and HVAC system
- Wall Mounts - for hanging portfolios, lockers and coat hooks
- Auditorium/Gymnasium Areas – storage for gym/music equipment
- Cafeteria – with enough square footage to store tables at either end of the room
- Library/Computer Lab – clear visibility to all areas of the library from a central circulation desk, also a divided area for computer use
- Art studio – extra wash sink and storage for supplies

Financing Options

The Board at Prosperidad is currently considering several options for financing. Our decision will largely depend on what is most viable for our school long-term. Our options include:

Lease Purchase Option - Prosperidad will more than likely have a developer fund the construction of the facility and secure a lease with an option to purchase. Prosperidad will look to be able to purchase the building from the developer within the first 5 years of the lease using a Bridge Loan, or Tax Exempt Bond offering depending on bond rates at the time. Prosperidad is prepared to exercise restraint in signing any contracts with any developer that may cause a budget hardship in the long-run. Prosperidad has spoken with developers in the area that would be willing to build and finance the facility. The preliminary rates on leasing a facility are as follows:

- Approximately 40,000 sq ft building
- A lease commencing on September 1, 2017
- A lease rate of \$14-\$15/sq ft (including land, soft costs, and construction costs)
- A lease escalator of 2% each year

- A 25 yr lease agreement
- A purchase price calculated using an 8.25% Cap rate

As an example, if the lease rate starts at \$560,000 per year, the purchase prices would be as follows:

- FY18 – A lease of \$560,000, no purchase option
- FY19 – A lease of \$571,200, purchase price of \$6,923,636
- FY20 – A lease of \$582,624, purchase price of \$7,062,110

Tax Exempt Bonding through the State Charter School Finance Authority - Bonding is expensive and complicated, but in the right market can make economical sense for a school. Prosperidad has consulted with Verpath Global, one of the pre-qualified Financial Advisors for charter schools, and understands the measures to qualify for the State's Credit Enhancement Program. Prosperidad will look to participate in the Enhancement Program. This will take approximately 4-5 yrs to qualify. Because of the expense of the cost of issuance associated with bonding, it is the school's goal to only do it once. After the first operational year, the school will seek a bridge loan for years 2-5. However, if such loans are not available at the time, or interest rate prohibitive, Prosperidad may decide to do an unrated bond, with a shorter call term.

With the purchase options outlined above, Prosperidad's monthly payment under a bridge loan type scenario, would equate to approximately 19% of the school's revenues. Once the school is able to refinance under the Moral Obligation Program, the school's debt service would equate to approximately 16% of its revenues. This type of debt burden would allow Esperanza to run all of its programs in a manner that allows the school to stay true to its mission and vision.

The amount reflected in the 10 year pro forma, after purchase, is reflective of the State's Credit Enhancement Program.

The Prosperidad governing board is committed first and foremost to its students and its mission. Securing a facility that is too expensive or not economical is counterproductive to that commitment. Prosperidad will work to keep its facility debt service or lease payment at around 20% of gross revenues. This will ensure school programs will not suffer at the hands of excessive building obligations. The long-term desire of the school is to have a financial structure worthy of being rated by a reputable bonding agency.

PRE-OPENING PLAN

Prosperidad has charted and outlined all necessary activities ensuring PROSPERIDAD's compliance and preparation for successfully launching in the 2017-18 school year. These items are detailed in the tables below.

2016	
May	Apply for Vendor/LEA School #, Submit ACH form to the state
May-June	Criminal background checks completed for all current board members
May - Oct	Obtain Facility:
	1. Finalize a property (existing or new)
	2. Find financing (lease, developer)
	3. Find construction manager - USOE approval - Project #
	4. Design Building
May	Apply for IRS Entity number (FEIN) - SS4
May	Submit Public Charity 501c3 app to the IRS - 1023
May	Obtain Startup funds
	1. Apply for State Startup Grant
	2. Apply for State CS Revolving Loan
June	GBOT - Complete board online modules (one per month)
June	Form Finance Committee
June - June	Begin working on and voting on board policies, create manual
June	Create Startup & First Yr Budget
June	Continue & update Marketing - Parent Meetings, Student list
June	Develop Committees of Founding Members
July	Turn in Monthly Financial and Enrollment reports to Charter Section
July 15th	Request AFR password, Fill out submit AFR Budget
July	Setup Accounting System

July-July	Board member attends Director's mtg (monthly)
July-Oct	Find and contract with Director
July	Contract for webpage development; make enrollment application available
Aug-June	Attend mandatory trainings
Sept	Receive 501c3 status - determination letter
Sept	Apply for Utah sales tax exemption
Oct	Request Aspire database be setup
Oct	Request CACTUS database be setup
2017	
Jan	Apply for Risk Management Coverage - Liability, Employee Dishonesty bond, Property if own building
Jan - Aug	Hold Lottery, identify founding members (preferential 5% max), follow-up process each month forward
Feb	Update enrollment projection by grade based on lottery
Feb	Create Accounting Manual
Feb	Develop Administrative Report Calendar - Charter Section requirement
March	Develop School Calendar - first year, include 180 days, 990 instructional hours, testing schedule
March	Organizational Chart and suggested salary schedule
March	Daily Schedule - instruction, prep, bells
March-May	Hire teachers & Special Education Director
April	School website contains all required info (R277-482)
April	Choose an IT provider
April-July	Send teachers to Professional Development
May-June	Hire Kitchen Manager
April-May	Develop using state template - Special Education plan
April-May	Intake process that identifies students w/disabilities

April	Board treasurer - attend spring finance trng
May	Select Auditor - board vote
May	Order Furniture and Equipment
May	Create Asset inventory process
May	Create Employee Benefits Handbook
May	Create Teacher Budgets
May	Decide on Health Insurance Agent
May	Decide on 401k Financial Advisor
May-June	Order Curriculum
May-June	Order Technology
June	Hire Head Secretary and Receptionist
June-July	Head Secretary attends all Aspire & UTREx trainings
June	Aspire work: enter school calendar, classes, staff, students, decide on attendance, etc.
June	SpEd Director attends SpEd Law Conf & 504 trng
June	Principal/Director attend USOE sponsored SpEd training
June	Create 3 year forecast, w/cashflow
June	School Safety and Emergency Response Plan
June-July	Plan/system for measuring student performance, including baseline data
June	Procedure for administering medications
June	Procedure to document student immunizations
June	Procedure to screen & document hearing, vision, and posture
July	Discipline policy distributed to parents and prominently displayed in building
July	All staff are entered into CACTUS, ARL and authorizations have been discussed
July	Secretary & Receptionist receive training and follow GRAMA and FERPA records keeping laws

July	Setup Direct Deposit ACH through Bank
July	Setup E-Verify
July	Setup EFTPS
July	Setup SUTA
July	Setup State Income tax withholding account
July	Setup Worker's Compensation coverage
July	Process for administrating CBT
Aug	Hold benefits meeting, have staff fill out all new hire paperwork
Aug	Sign up all full-time salaried staff for: Health Ins or HRA, dental, life, 401k, and any other benefits
Aug	Apply for DUNS # and CAGE #
Aug	Turn in policies to charter section
Aug	Background checks on all classified staff
Aug-Oct	Employees in Title I are HQ (Paras or Teachers)

Section 9: Education Service Providers

INTENT

Prosperidad has discussed services available from Educational Service Providers (ESP) and interviewed various ESP's. Presently, Prosperidad does not intend to contract with an ESP. However, Prosperidad reserves the right to contract should the Governing Board determine that an ESP will provide better expertise and alignment with Prosperidad's mission. Among the activities that may be contracted are: Janitorial Services, Assessment Coordination, and Finance and Regulatory Compliance.

Appendix A: Administrative Rule Waiver
Not Applicable

ARTICLES OF INCORPORATION

OF

PROSPERIDAD ACADEMY, Inc.

The undersigned natural person, being of the age of eighteen years or more, acting as incorporator under the Utah Revised Nonprofit Corporation Act (the “Act”), adopts the following Articles of Incorporation for such corporation.

ARTICLE I: NAME

The name of the corporation is Prosperidad Academy, Inc.

ARTICLE II: DURATION

The period of duration of the corporation is perpetual.

ARTICLE III. PURPOSE AND POWERS

(a) The corporation is organized and formed for the following purposes and has the following powers:

(i) to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as a charitable organization in lessening the burdens of government and providing relief of the poor and distressed or under-privileged;

(ii) to establish, manage, operate, guide, direct and promote Prosperidad Academy, chartered public school, and such other educational activities as the Board of Directors may define.

(iii) to engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes:

a. to provide programs, instruction and materials to encourage, support and facilitate the involvement of Hispanic parents and other low income or unengaged parents in the education of their children; and

b. to provide programs, instruction and materials to encourage, support, and facilitate the closing of the achievement gap.

(iv) to engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, and the regulations promulgated thereunder (the “Code”) and are consistent with those powers described in the Act; and

(v) to solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity in furtherance of, incidental to, or connected with any of the other purposes.

(b) The following restrictions shall apply to the corporation:

(i) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;

(ii) no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Code; and

(iii) the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code.

(iv) the Utah State Charter School Board and the State of Utah, including any agency of the State of Utah, shall not be liable for any debts or financial obligations of the charter school or persons or entities that operate the charter school.

ARTICLE IV: MEMBERS

The corporation will have no members.

ARTICLE V: BYLAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE VI: DIRECTORS

The number of directors of the corporation shall be three, or more than three, as fixed from time to time by the Bylaws. The number of directors constituting the present Board of Directors of the corporation is three, and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

ARTICLE VII: INCORPORATORS

The names and addresses of the incorporators are:

Eulogio Alejandre

1625 Oakcrest Drive

Ogden UT 84403

Christina Morales

496 South Cone Pine Way

Ogden, Utah 84404

Phillip Shumway

2155 Bryce Drive

Kaysville, Utah 84037

Ginger Huerta

2674 S 75 E

Clearfield, Utah 84015

ARTICLE VIII: REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 1625 Oakcrest Drive Ogden, Utah 84403. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation. The corporation's initial registered agent at such address shall be Eulogio Alejandre.

ARTICLE IX: PRINCIPAL PLACE OF BUSINESS

The principal place of business of the corporation shall be the State of Utah. The business of the corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

ARTICLE X: DISTRIBUTIONS

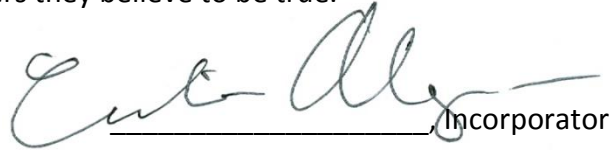
No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE XI: DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 502 (c)(3) of the Internal Revenue Code and within the meaning of Section 53A-1a-510.5 of the Utah Annotated Code. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Eulogio Alejandre and _____ have executed these Articles of Incorporation in duplicate this _____, 2015, and say that they are the

incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

_____, Incorporator

Eulogio Alejandre

_____, Incorporator

ACCEPTANCE OF REGISTERED AGENT

I hereby acknowledge and accept appointment as corporate registered agent for Prosperidad Academy, Inc., a Utah nonprofit corporation.

_____, Registered Agent

Eulogio Alejandre

BYLAWS

OF

PROSPERIDAD ACADEMY, LLC

ARTICLE I: OFFICES

Section 1.1 Business Offices. The principal office of the corporation will be located in Ogden, Utah, and its initial principal office is located at 1625 Oakcrest Drive Ogden, Utah 841403. The corporation may have such other offices, either within or outside Utah, as the governing board of directors may designate or as the affairs of the corporation may require from time to time.

Section 1.2 Registered Office. The registered office of the corporation required by the Utah Revised Nonprofit Corporation Act (the “**Act**”) may be, but need not be, the same as the corporation's principal business office in Utah. The initial registered office is 1625 Oakcrest Drive Ogden, Utah 84403, and the name of the corporation's registered agent at that address is Eulogio Alejandre. The corporation's registered office and registered agent are subject to change from time to time by the board of directors, by the officers of the corporation, or as otherwise provided by the Act.

ARTICLE II: MEMBERS

The corporation need not have members, but it may have such number and classes of members as the board of directors may designate by resolution.

ARTICLE III: BOARD OF DIRECTORS

Section 3.1 General Powers. The business and affairs of the corporation will be managed by its governing board of directors, except as otherwise provided in the Act, the articles of incorporation or these bylaws. The board shall have all the powers enumerated in these Bylaws, including but not limited to the following specific powers:

(a) To elect and remove directors.

- (b) To elect and remove officers.
- (c) To select a Director (Chief Executive Officer) for the charter school; to establish measurable goals and objectives for the Director; to support and evaluate the Director's performance; and, if necessary, remove the Director.
- (d) To ensure the quality of the school and its continuous improvement through ongoing evaluation of clear, measurable goals and objectives; to prepare, in collaboration with the school Director, an annual set of measurable goals and objectives for the school and the nonprofit corporation.
- (e) To establish procedures that ensure sound financial management and an efficient operation of the school.
- (f) To approve reports consistent with those required by the Utah Legislature, the Utah State Charter School Board and the Utah State Board of Education.
- (g) To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.
- (h) To maintain insurance on behalf of any of its directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such.
- (i) To enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation.
- (j) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

Section 3.2 Number, Composition, Qualifications, Election and Tenure.

- (a) The number of directors of the corporation may be specified from time to time by resolution of the governing board of directors, but will not be less than five, nor more than 12. Directors must be at least eighteen years old but, unless otherwise provided herein, need not be residents of Utah or a member of the corporation. The board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively.
- (b) The board shall elect directors by the vote of a majority of the directors.
- (c) The term of each member of the initial board of directors shall be until June 30 prior to the first operational year of the school. Prior to the beginning of the first operational year, the board shall elect directors providing for staggered terms, by designating approximately one-third of the directors to one-, two- and three-year

terms. Following the expiration of those designated terms, the term of each director shall continue for three years. Directors may be elected for successive terms. A decrease in the number of directors or in the term of office does not shorten an incumbent director's term. The Board of Directors recognizes the differences between the responsibilities of the founding board and those of the operational board and understand that once school's CEO is hired and doors are open to students, the Board will begin to make the transition from a hands-on managerial board to a governance board.

(d) Once the school is operational, two directors, with one-year terms, shall be parents of currently enrolled students and selected by the parent organization. One parent director shall be a native-Spanish speaker; the other parent director shall be a native-English speaker. Parent directors may serve more than one term. These directors may be removed by a majority vote of the parent organization but not the board of directors.

(e) Once the school is operational, one teacher elected by the teaching staff shall be a non-voting director with a one-year term.

(f) Unless otherwise provided herein, the term of a director filling a vacancy expires at the end of the unexpired term that the director is filling, except that if a director is elected to fill a vacancy created by reason of an increase in the number of directors, the term of the director will expire on the term designated for the director at the time of the creation of the position being filled. Despite the expiration of a director's term, a director continues to serve until the director's successor is elected, appointed, or designated and qualifies there is a decrease in the number of directors. A director whose term has expired may deliver to the Utah Division of Corporations and Commercial Code for filing a statement to that effect.

Section 3.3 Resignation of Directors. A director may resign at any time by giving written notice of resignation to the corporation. A resignation of a director is effective when the notice is received by the corporation unless the notice specifies a later effective date. A director who resigns may deliver to the Utah Division of Corporations and Commercial Code for filing a statement that the director resigns.

Section 3.4 Removal of Directors. A director may be removed with or without cause by the vote of a majority of the directors then in office. A director elected by the board of directors to fill the vacancy of a director elected by the voting members may be removed without cause by the voting members but not the board of directors. A director who is removed pursuant to this Section 3.4 may deliver to the Utah Division of Corporations and Commercial Code for filing a statement to that effect.

Section 3.5 Vacancy. Unless otherwise provided herein, if a vacancy occurs on a board of directors, including a vacancy resulting from an increase in the number of directors, the board of directors may fill the vacancy, or if the directors remaining in office constitute fewer than a quorum of the board of directors, the remaining directors may fill the vacancy by the affirmative vote of a majority of all the directors remaining in office. A vacancy that will occur at a specific later date by reason of a resignation effective at a later date may be filled before the vacancy occurs, but the new director may not take office until the vacancy occurs.

Section 3.6 Meetings.

(a) The board of directors may hold regular or special meetings in or out of this state. The board of directors may permit any director to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may hear each other during the meeting. A director participating in a meeting by a means permitted under this Section 3.6 is considered to be present in person at the meeting.

(b) Meetings of the board of directors shall conform to the Utah Open Meeting Act.

(c) Meetings by Telephone or other Electronic Device. Members of the board of trustees or any other committee thereof may participate in a meeting of the board or committee by means of conference telephone or similar communications equipment. Such participation shall constitute presence in person at the meeting.

Section 3.7 Action Without Meeting.

(a) Any action required or permitted by the Act to be taken at a board of directors' meeting may be taken without a meeting if each and every member of the board consents in writing to the taking of that action.

(b) Action is taken under this Section 3.7 only if the affirmative vote for the action equals or exceeds the minimum number of votes that would be necessary to take the action at a meeting at which all of the directors then in office were present and voted.

(c) Unless otherwise provided herein, a writing described in Subsection (a) above may be received by the corporation by electronically transmitted facsimile or other form of wire or wireless communication providing the corporation with a complete copy of the document.

(d) Action taken pursuant to this Section 3.7 will be effective when the last writing necessary to effect the action is received by the corporation, unless the writings describing the action taken set forth a different effective date. Before the last

writing necessary to effect the action is received by the corporation, any director who has signed a writing pursuant to this Section 3.7 may revoke the writing by a writing signed and dated by the director describing the action and stating that the director's prior vote with respect to the writing is revoked.

(e) Action taken pursuant to this Section 3.7 has the same effect as action taken at a meeting of directors.

(f) Action taken pursuant to this Section 3.7 will be noted into the minutes of the next meeting.

Section 3.8 Notice of Meeting. Notice of and public participation in regular meetings of the board of directors shall comply with the Utah Open Meeting Act. Special meetings of the board of directors must be preceded by at least two days notice of the date, time, and place of the meeting, unless otherwise required by the Act.

Section 3.9 Waiver of Notice. A director may waive any notice of a meeting before or after the time and date of the meeting stated in the notice. Except as provided by this Section 3.9, the waiver must be in writing, signed by the director entitled to the notice, and be delivered to the corporation, although such delivery will not be a condition of the effectiveness of the waiver. A director's attendance at or participation in a meeting waives any required notice to that director of the meeting unless at the beginning of the meeting or promptly upon the director's later arrival, the director objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and after objecting, the director does not vote for or assent to action taken at the meeting; or if special notice was required of a particular purpose under the Act or herein, the director objects to transacting business with respect to the purpose for which the special notice was required, and after objecting, the director does not vote for or assent to action taken at the meeting with respect to the purpose.

Section 3.10 Quorum and Voting.

(a) Unless a greater or lesser number is required by these bylaws, a quorum of a board of directors consists of a majority of the number of directors in office immediately before the meeting begins.

(b) If a quorum is present when a vote is taken, the affirmative vote of a majority of directors present is the act of the board of directors unless the vote of a greater number of directors is required by the Act or herein. For purposes of determining a quorum with respect to a particular proposal, and for purposes of casting a vote for or against a particular proposal, a director may be considered to be present at a

meeting and to vote if the director has granted a signed written proxy to another director who is present at the meeting and authorizing the other director to cast the vote that is directed to be cast by the written proxy with respect to the particular proposal that is described with reasonable specificity in the proxy. Except as provided in this Section 3.10 and as permitted by Section 16-6a-813 of the Act, directors may not vote or otherwise act by proxy. Except as otherwise provided herein, a director may grant a proxy to a person who is not a director if permitted by the bylaws.

(c) A director who is present at a meeting of the board of directors when corporate action is taken is considered to have assented to all action taken at the meeting unless the director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting business at the meeting, and after objecting, the director does not vote for or assent to any action taken at the meeting, the director contemporaneously requests that the director's dissent or abstention as to any specific action taken be entered in the minutes of the meeting; or the director causes written notice of the director's dissent or abstention as to any specific action to be received by the presiding officer of the meeting before adjournment of the meeting or the corporation promptly after adjournment of the meeting. The right of dissent or abstention as to a specific action is not available to a director who votes in favor of the action taken.

Section 3.11 Committees of the Board. Subject to Section 16-6a-906 of the Act, the board of directors may create one or more committees of the board and appoint one or more directors to serve on such committees. The creation of a committee of the board and appointment of directors to it must be approved by the greater of a majority of all the directors in office when the action is taken or the number of directors required by the bylaws to take action under Section 16-6a-816 of the Act. A committee of the board and the members of the committee are subject to Sections 3.6 through 3.10. Nothing in this Section 3.11 prohibits or restricts the corporation from establishing in its bylaws or by action of the board of directors or otherwise one or more committees, advisory boards, auxiliaries, or other bodies of any kind having the members and rules of procedure as the bylaws or board of directors may provide, established to provide the advice, service, and assistance to the corporation as may be specified herein the bylaws or by the board of directors, and established to carry out the duties and responsibilities for the corporation as set forth herein or by the board of directors. Notwithstanding the preceding sentence, if any committee or other body established under has one or more members who are entitled to vote on committee matters and who are not then also directors, the committee or other body may not exercise any power or authority reserved to the board of directors in the Act or these bylaws.

Section 3.12 Compensation. Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting the business of the nonprofit corporation. The Board shall comply with Section 509(a) of the Internal Revenue Code so as to prevent the imposition of any liability under section 4941 of the Internal Revenue Code.

Section 3.13 Emergency Powers.

(a) In anticipation of or during an emergency defined in this Section 3.13, the board of directors may modify lines of succession to accommodate the incapacity of any director, officer, employee, or agent; adopt bylaws to be effective only in an emergency; and relocate the principal office, designate an alternative principal office or regional office, authorize officers to relocate or designate an alternative principal office or regional office.

(b) During an emergency as defined this Section 3.13, unless emergency bylaws provide otherwise, notice of a meeting of the board of directors need be given only to those directors whom it is practicable to reach, and to the general public, and may be given in any practicable manner, including by publication or radio; and the officers of the corporation present at a meeting of the board of directors may be considered to be directors for the meeting, in order of rank and within the same rank in order of seniority, as necessary to achieve a quorum.

(c) Corporate action taken in good faith during an emergency under this Section 3.13 to further the ordinary business affairs of the corporation binds the corporation and may not be the basis for the imposition of liability on any director, officer, employee, or agent of the corporation on the ground that the action was not an authorized corporate action.

(d) An emergency exists for purposes of this section if a quorum of the directors cannot readily be obtained because of a catastrophic event.

ARTICLE IV: OFFICERS AND AGENTS

Section 4.1 Number and Qualifications. The elected officers of the corporation shall be a chair, vice chair, secretary and treasurer. The board of directors may also elect or appoint such other officers as it may consider necessary. One person may hold more than one office at a time.

Section 4.2 Election and Term of Office. The elected officers of the corporation will be elected by the board of directors at each regular annual meeting. If the election of officers is not held at such meeting, such election will be held as

soon as convenient thereafter. Each officer's term in one year. Officers may serve multiple and successive terms.

Section 4.3 Compensation. Officers shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting the business of the nonprofit corporation. The Board shall comply with Section 509(a) of the Internal Revenue Code so as to prevent the imposition of any liability under section 4941 of the Internal Revenue Code.

Section 4.4 Resignation and Removal.

(a) The board of directors may remove any officer at any time with or without cause by a majority vote.

(b) An officer may resign at any time by giving written notice of resignation to the corporation. A resignation of an officer is effective when the notice is received by the corporation unless the notice specifies a later effective date. If a resignation is made effective at a later date, the board of directors may permit the officer to remain in office until the effective date and fill the pending vacancy before the effective date if the successor does not take office until the effective date, or remove the officer at any time before the effective date and fill the vacancy created by the removal.

(c) An officer who resigns, is removed, or whose appointment has expired may deliver to the Utah Division of Corporations and Commercial Code for filing a statement to that effect pursuant to Section 16-6a-1608 of the Act.

Section 4.5 Contract Rights with Respect to Officers. The appointment of an officer does not itself create any contractual right between the officer and the corporation. An officer's removal does not affect the officer's contractual rights, if any, with the corporation. An officer's resignation does not affect the corporation's contractual rights, if any, with the officer.

Section 4.6 Authority and Duties of Officers. The officers of the corporation will have the authority and will exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the board of directors or these bylaws, except that in any event each officer will exercise such powers and perform such duties as may be required by law, including without limitation the duties according to the standards of conduct for officers set forth in Section 16-61-822 of the Act.

(a) Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. Specifically:

- (i) As the senior volunteer leader presides at all meetings of the Board of Directors and other meetings as required.
- (ii) Works with the Executive Director and other board officers to develop the agendas for Board of Directors meetings.
- (iii) Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- (iv) In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently.
- (v) Works with the Executive Director and other board officers to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
- (vi) Communicates effectively with and supports the Executive Director in his/her job as manager of the school. In this capacity, focuses on ensuring that the board governs rather than manages.
- (vii) Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.

(b) Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe. Specifically:

- (i) The Vice Chair is the secondary volunteer leader of the Charter School and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair
- (ii) Supports the activities of the Chair including sharing responsibilities as appropriate.
- (iii) Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.

- (c) Secretary. Reports to the Chair and Board of Directors. Specific responsibilities:
- (i) Provide direction and oversight for the keeping, at the principal office of the corporation or at such a place as the Board may determine, all organizational documents, including the articles of incorporation, the bylaws, adopted policies and a book of minutes of all meetings of the Directors and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
 - (ii) Present for approval by the Board copies of all minutes of meetings of the board.
 - (iii) In general, serves as the protocol and communications officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, and committee report, the adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
- (d) Treasurer. Reports to the Chair and the Board of Directors. Supports the CEO and business management personnel. Specific responsibilities:
- (i) Provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities. Works in concert with business management personnel.
 - (ii) Provides direction for the oversight of the school's record keeping and accounting policies.
 - (iii) Ensures the presentation of timely and meaningful financial reports to the board.
 - (iv) Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
 - (v) Oversees development and board review of financial policies and procedures.
 - (vi) Presents the recommendation of the auditor to the Board for their approval. Leads in reviewing the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.

- (vii) Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

ARTICLE V: INDEMNIFICATION

Section 5.1 Authority to Indemnify Directors. Except as otherwise provided in this Section 5.1, the corporation may indemnify an individual made a party to a proceeding because the individual is or was a director, against liability incurred in the proceeding if the individual's conduct was in good faith, the individual reasonably believed that the individual's conduct was in, or not opposed to, the corporation's best interests, and in the case of any criminal proceeding, the individual had no reasonable cause to believe the individual's conduct was unlawful. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the director did not meet the standard of conduct described in this Section 5.1. The corporation may not indemnify a director in connection with a proceeding by or in the right of the corporation in which the director was adjudged liable to the corporation, or in connection with any other proceeding charging that the director derived an improper personal benefit, whether or not involving action in the director's official capacity, in which proceeding the director was adjudged liable on the basis that the director derived an improper personal benefit. Indemnification permitted under this Section 5.1 in connection with a proceeding by or in the right of the corporation is limited to reasonable expenses incurred in connection with the proceeding.

Section 5.2 Mandatory Indemnification of Directors. The corporation will indemnify a director described in this Section 5.2 against reasonable expenses incurred by the director in connection with the proceeding or claim with respect to which the director has been successful. This Section 5.2 applies to a director who was successful, on the merits or otherwise, in the defense of any proceeding to which the director was a party because the director is or was a director of the corporation, or any claim, issue, or matter in the proceeding, to which the director was a party because the director is or was a director of the corporation.

Section 5.3 Advance of Expenses for Directors. The corporation may pay for or reimburse the reasonable expenses incurred by a director who is a party to a proceeding in advance of final disposition of the proceeding if the director furnishes the corporation a written affirmation of the director's good faith belief that the director has met the applicable standard of conduct described in Section 5.1, the director furnishes the corporation a written undertaking, executed personally or on the director's behalf, to repay the advance, if it is ultimately determined that the director did not meet the standard of conduct, and a determination is made that the facts then known to those making the determination would not preclude

indemnification under Section 5.1. The undertaking required by this Section 5.3 will be an unlimited general obligation of the director, need not be secured, and may be accepted without reference to financial ability to make repayment. Determinations and authorizations of payments under this Section 5.3 will be made in the manner specified in Section 5.4.

Section 5.4 Determination and Authorization of Indemnification of Directors.

The corporation may not indemnify a director under Section 5.1 unless authorized in the specific case after a determination has been made that indemnification of the director is permissible in the circumstances because the director has met the standard of conduct set forth in Section 5.1. The corporation may not advance expenses to a director under Section 5.3 unless authorized in the specific case after the written affirmation and undertaking required by Section 5.3 are received and the determination required by this Section 5.4 has been made.

(a) The determinations required by this Section 5.4 will be made by the board of directors by a majority vote of those present at a meeting at which a quorum is present if only those directors not parties to the proceeding are counted in satisfying the quorum, if a quorum cannot be obtained under this Section 5.4, by a majority vote of a committee of the board of directors designated by the board of directors and consisting of two or more directors not parties to the proceeding, or by persons listed in Subsection (b). The directors who are parties to the proceeding may participate in the designation of directors for the committee described in this Subsection (a).

(b) The determination required to be made by Subsection (1) will be made by a person described in this Subsection (b) if a quorum cannot be obtained in accordance with Subsection (a) and a committee cannot be established under Subsection (a), or even if a quorum is obtained or a committee is designated, a majority of the directors constituting the quorum or committee directs. If a condition described in Subsection (a) is met, the determination required to be made this Section 5.4 will be made:

- (i) by independent legal counsel selected by a vote of the board of directors or the committee in the manner specified in Subsection (a), or if a quorum of the full board cannot be obtained and a committee cannot be established, by independent legal counsel selected by a majority vote of the full board of directors; or

- (ii) by the voting members, but a voting member may not vote on the determination if the voting member is a director and at the time seeking indemnification.

(c) An authorization of indemnification and advance of expenses will be made in the same manner as the determination that indemnification or advance of expenses is permissible; provided, however that if the determination that indemnification or advance of expenses is permissible is made by independent legal counsel, authorization of indemnification and advance of expenses will be made by the body that selected the independent legal counsel.

Section 5.5 Indemnification of Officers, Employees, Fiduciaries and Agents.

To the same extent as a director, an officer of the corporation is entitled to mandatory indemnification under Section 5.2. The corporation may indemnify and advance expenses to an officer, employee, fiduciary, or agent of the corporation to the same extent as to a director, and the corporation may indemnify and advance expenses to an officer, employee, fiduciary, or agent who is not a director to a greater extent if provided for herein, by a general or specific action of its board of directors; or by contract.

Section 5.6 Insurance. The corporation may purchase and maintain liability insurance on behalf of a person who is or was a director, officer, employee, fiduciary, or agent of the corporation, or while serving as a director, officer, employee, fiduciary, or agent of the corporation at the request of the corporation, is or was serving as a director, officer, partner, trustee, employee, fiduciary, or agent of another foreign or domestic nonprofit corporation, other person, or an employee benefit plan; and against liability asserted against or incurred by the person in that capacity or arising from the person's status as a director, officer, employee, fiduciary, or agent, whether or not the corporation would have power to indemnify the person against the same liability under this Article 5. Insurance may be procured from any insurance company designated by the board of directors, whether the insurance company is formed under the laws of this state or any other jurisdiction of the United States or elsewhere, including any insurance company in which the corporation has an equity or any other interest through stock ownership or otherwise.

Section 5.7 Limitation on Indemnification. Notwithstanding any other provision of these bylaws, the corporation will neither indemnify any person nor purchase any insurance in any manner or to any extent that would violate the Act or jeopardize or be inconsistent with qualification of the corporation as an organization described in section 501(c)(3) of the Internal Revenue Code or would result in liability under section 4941 of the Internal Revenue Code.

ARTICLE VI: LIMITATION ON LIABILITY

No director or officer of this corporation will be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of such person's duties as a director or officer, unless the acts or omissions are the result of such person's intentional misconduct.

ARTICLE VII: MISCELLANEOUS

Section 7.1 Account Books, Minutes, Etc. The corporation will keep correct and complete books and records of account and will also keep minutes of the proceedings of its board of directors and committees. All books and records of the corporation may be inspected by any director or such director's authorized agent or attorney, for any proper purpose at any reasonable time.

Section 7.2 Fiscal Year. The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year, subject to change by the board of directors.

Section 7.3 Conveyances and Encumbrances. Property of the corporation may be assigned, conveyed or encumbered by such officers of the corporation as may be authorized to do so by the board of directors, and such authorized persons will have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the corporation will be authorized only in the manner prescribed by applicable statute.

Section 7.4 Designated Contributions. The corporation may accept any designated contribution, grant, bequest or devise consistent with its general charitable and tax-exempt purposes, as set forth in the articles of incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the corporation reserves all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the corporation will acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the corporation's tax-exempt purposes.

Section 7.5 Conflicts of Interest. As used in this Section 7.5, "conflicting interest transaction" means a contract, transaction, or other financial relationship between the corporation and a director or officer of the corporation, a party related to a director or officer, or an entity in which a director or officer of the corporation is a director or officer or has a financial interest. The corporation may not enter into a conflicting interest transaction unless the material facts as to the director or officer's

relationship or interest and as to the conflicting interest transaction are disclosed or are known to the directors entitled to vote on the conflicting interest transaction and the conflicting interest transaction is specifically authorized, approved, or ratified in good faith by a vote of the directors entitled to vote thereon, or the conflicting interest transaction is fair as to the corporation. A director with a conflicting interest shall recuse themselves from both the vote on and the discussion of the conflicting interest transaction. Common or interested directors may be counted in determining the presence of a quorum at a meeting of the board of directors or of a committee that authorizes, approves, or ratifies the conflicting interest transaction.

Section 7.6 Loans to Directors and Officers Prohibited. No loans will be made by the corporation to any of its directors or officers.

Section 7.7 References to Internal Revenue Code and the Act. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and will include the corresponding provisions of any subsequent federal tax laws. All references in these bylaws to the Act are to the Utah Revised Nonprofit Corporation Act, as amended, and will include the corresponding provisions of any subsequent revisions or provisions of the Act.

Section 7.8 Amendments. The board of directors may alter, amend or repeal these bylaws and adopt new bylaws at any time. Action by the board of directors to adopt or amend bylaws that change the quorum or voting requirement for the board of directors must meet the greater of the quorum and voting requirement for taking the action then in effect or proposed to be adopted.

Section 7.9 Severability. The invalidity of any provision of these bylaws will not affect the other provisions hereof, and in such event these bylaws will be construed in all respects as if such invalid provision were omitted.

Section 7.10 Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose of any amount.

Section 7.11 Checks and Notes. Except as otherwise specifically provided by board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, other directors and the school Director as designated by the board.

-END-

Appendix D: Minutes to Approve Bylaws and Articles

Prosperidad Academy
Executive Board Meeting Minutes
Saturday September 26, 2015

- Meeting called to order at 8:18 am
- Motion to accept Cathy Ortega and Jerry Jeffries as board members given by Eulogio, seconded by Phil, vote was unanimous to accept.

Action Items

- Jesse motioned to approve minutes from September 19, 2015, seconded by Angela, vote was unanimous to accept.
- Motion to accept bylaws given by Phil, Ginger seconded, short discussion ensued, vote was unanimous to approve.
- Discussion about the Articles of Incorporation, all lead board members will be listed. Motion to accept given by Jesse, seconded by Marco, vote was unanimous to accept.

Discussion Items

- Board members to look at *Invitational Education* by William Perky as this is a model that will be used in the school.
- Board needs to start thinking about obtaining applications of intent. Suggestions are to go to Head Start, give pamphlets out to the schools in the Ogden City District to be given out.
- Things that are working at Esperanza to maintain student enrollment include offering before and after care for a menial fee.

Next board meeting is scheduled for Saturday October 17, 2015 at 8:00 am

Appendix E: Executed Contracts

Not Applicable

Appendix F: Budget

Charter Name		FY18			FY18		
First Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		425			335		
Grade Configuration:		Grades			Grades		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		425 \$0			335 \$0		
Student Activities		\$0			\$0		
Other		\$0			\$0		
Total Revenue from Local Sources (1000)		\$0			\$0		
Charter School Revolving Loan		X			X		
State Educational Funding		\$2,337,407			\$1,783,203		
Total Revenue from State Sources (3000)		\$2,337,407			\$1,783,203		
Lunch and Breakfast Reimbursement		425 \$0			335 \$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$61,880			\$48,776		
Elementary and Secondary Education Act (ESEA)		\$57,732			\$45,506		
Total Revenue from Federal Sources (4000)		\$119,612			\$94,282		
Private Grants & Donations:		\$0			\$0		
State Start-up Grant		\$100,000			\$100,000		
Loans:					\$0		
Commercial		\$0			\$0		
Other (specify)		\$0			\$0		
Prior Year Carryforward		\$0			\$24,000		
Total Revenue from Other Sources (5000)		\$100,000			\$124,000		
Total Revenue		\$2,557,019			\$218,282		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	19.50	\$36,000	\$702,000	15.50	\$36,000	\$558,000
10.132	Salaries - Substitute Teachers	0.00	\$0	\$11,305	0.00	\$0	\$8,925
10.161	Salaries - Teacher Aides and Paraprofessionals	8.00	\$13,000	\$104,000	5.00	\$13,000	\$65,000
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$817,305			\$631,925
21.141	Salaries - Attendance and Social Work Personnel	1.00	\$45,000	\$45,000	1.00	\$40,000	\$40,000
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$45,000			\$40,000
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.50	\$30,000	\$15,000	0.50	\$30,000	\$15,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$15,000			\$15,000
24.121	Salaries - Principals and Assistants	1.00	\$65,000	\$65,000	1.00	\$60,000	\$60,000
24.152	Salaries - Secretarial and Clerical	1.50	\$25,000	\$37,500	1.00	\$25,000	\$25,000
24.100	Salaries - Other 2400-Business Administrator	1.00	\$45,000	\$45,000	1.00	\$42,000	\$42,000
	Total - SCHOOL ADMINISTRATION Salaries (100)			\$147,500			\$127,000
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$25,000	\$25,000	1.00	\$21,000	\$21,000
	Total - OPERATION & MAINT OF FACILITIES Salaries (100)			\$25,000			\$21,000
31.100	Salaries - Food Services	0.00	\$0	\$0	0.00	\$0	\$0
	Total - FOOD SERVICES Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$1,049,805			\$834,925

--- BENEFITS ---							
10.210	Retirement - Instruction	6%	\$702,000	\$42,120	6%	\$558,000	\$33,480
21.210	Retirement - Student Support	6%	\$45,000	\$2,700	6%	\$40,000	\$2,400
22.210	Retirement - Instructional Staff Support	6%	\$0	\$900	6%	\$15,000	\$900
24.210	Retirement - School Administration	6%	\$90,000	\$5,400	6%	\$127,000	\$7,620
26.210	Retirement - Operation & Main of Facilities	6%	\$25,000	\$1,500	6%	\$21,000	\$1,260
31.210	Retirement - Food Services	6%	\$0	\$0	6%	\$0	\$0
	Total - All Retirement			\$52,620			\$45,660
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$817,305	\$81,731	10%	\$631,925	\$63,193
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Suppo	10%	\$45,000	\$4,500	10%	\$40,000	\$4,000
24.220	Social Security/FICA/Unemployment/Workers Comp -School Adminis	10%	\$147,500	\$14,750	10%	\$127,000	\$12,700
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & M	10%	\$25,000	\$2,500	10%	\$21,000	\$2,100
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$103,481			\$81,993
10.240	Insurance (Health/Dental/Life) - Instruction	12%	\$702,000	\$84,240	12%	\$558,000	\$66,960
21.240	Insurance (Health/Dental/Life) - Student Support	12%	\$45,000	\$5,400	12%	\$40,000	\$4,800
24.240	Insurance (Health/Dental/Life) - School Administration	12%	\$90,000	\$10,800	12%	\$127,000	\$15,240
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Faciliti	12%	\$25,000	\$3,000	0%	\$21,000	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	12%	\$0	\$0	0%	\$0	\$0
	Total- All Insurance (Health/Dental/Life)			\$103,440			\$87,000
10.200	Other Benefits (specify) - Instruction	2%	\$702,000	\$14,040	2%	\$558,000	\$11,160
21.200	Other Benefits (specify) - Student Support	2%	\$45,000	\$900	2%	\$40,000	\$800
24.200	Other Benefits (specify) - School Administration	2%	\$90,000	\$1,800	2%	\$127,000	\$2,540
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	2%	\$25,000	\$500	2%	\$21,000	\$420
31.200	Other Benefits (specify) - Food Services	2%	\$0	\$0	2%	\$0	\$0
	Total - All Other Insurance			\$17,240			\$14,920
	TOTAL ALL BENEFITS (200)			\$276,781			\$229,573
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$25,000			\$20,000
21.300	Purchased Prof & Tech Services - Student Support			\$30,000			\$30,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$30,000			\$30,000
24.300	Purchased Prof & Tech Services - School Administration			\$25,000			\$25,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$110,000			\$105,000
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$40,000			\$40,000
26.441	Rental of Land & Buildings			\$466,667			\$466,667
26.450	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$506,667			\$506,667
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$2,500			\$1,000
24.520	Insurance(other than employee benefits - e.g. D&O)			\$2,500			\$2,500
45.521	Property Insurance			\$5,000			\$5,000
45.522	Liability Insurance			\$6,000			\$5,500
10.530	Communication(telephone and other)			\$0			\$0
21.530	Communication(telephone and other)			\$0			\$0
24.530	Communication(telephone and other)			\$10,000			\$10,000
26.530	Communication(telephone and other)			\$0			\$0
24.540	Advertising			\$3,500			\$5,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$1,000			\$1,000
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$5,000			\$4,000
24.580	Travel/Per Diem			\$0			\$0
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$35,500			\$34,000

--- SUPPLIES ---						
10.600	Instructional Supplies	0	\$0	\$14,000	0	\$0
10.641	Textbooks	0	\$0	\$31,500	0	\$0
21.600	Supplies - Student Support Services	0	\$0	\$15,000	0	\$0
22.644	Library Books	0	\$0	\$8,000	0	\$0
22.650	Periodicals	0	\$0	\$0	0	\$0
24.600	Supplies - School Administration	0	\$0	\$23,000	0	\$0
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$37,000	0	\$0
31.600	Supplies - Food Service	0	\$0	\$0	0	\$0
31.630	Food - Food Service			\$0		\$0
TOTAL - ALL SUPPLIES (600)				\$128,500		\$110,900
--- PROPERTY ---						
10.700	Property (Instructional Equipment) - Instruction			\$0		\$0
21.700	Property - Student Support Services			\$0		\$0
24.700	Property - School Administration			\$0		\$0
26.700	Property - Operation & Maintenance of Facilities			\$0		\$0
31.700	Property - Food Services			\$0		\$0
31.780	Depreciation - Kitchen Equipment Depreciation			\$0		\$0
49.710	Land and Improvements			\$0		\$0
49.720	Buildings			\$0		\$0
27.732	School Buses			\$0		\$0
10.733	Furniture and Fixtures - Instruction			\$25,000		\$18,000
24.733	Furniture and Fixtures - School Administration			\$2,000		\$2,000
21.733	Furniture and Fixtures - Student Support Services			\$0		\$0
10.734	Technology Equipment - Instruction			\$37,000		\$32,000
24.734	Technology Equipment - School Administration			\$2,000		\$2,000
21.734	Technology Equipment - Student Support Services			\$0		\$0
27.735	Non-Bus Vehicles			\$0		\$0
10.739	Other Equipment - Instruction			\$0		\$0
21.739	Other Equipment - Student Support Services			\$0		\$0
24.739	Other Equipment - School Administration			\$0		\$0
TOTAL - ALL PROPERTY (700)				\$66,000		\$54,000
--- OTHER OBJECTS ---						
10.800	Other Objects- Instruction			\$0		\$0
21.800	Other Objects- Student Support			\$0		\$0
24.800	Other Objects- School Administration			\$0		\$0
26.800	Other Objects - Operation & Maintenance of Facilities			\$0		\$0
31.800	Other Objects - Food Services			\$0		\$0
45.800	Other Objects - Building Acquisition			\$0		\$0
	Total - All Other Objects			\$0		\$0
10.810	Dues and Fees - Instruction			\$1,200		\$1,200
21.810	Dues and Fees - Student Support			\$0		\$0
24.810	Dues and Fees -School Administration			\$1,980		\$1,548
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0		\$0
	Total - All Dues and Fees			\$0		\$0
TOTAL - OTHER OBJECTS (800)				\$3,180		\$2,748
Total Building Acquisition & Instruction (4500)						
45.830	Interest			\$3,230		\$3,230
45.840	Redemption of Principal			\$50,557		\$50,557
Total other financing sources (uses) and other items				\$53,786		\$53,786
1000	Total Local			\$0		\$0
3000	Total State			\$2,337,407		\$1,783,203
4000	Total Federal			\$119,612		\$94,282
TOTAL REVENUES				\$2,457,019		\$1,877,486
100	Salaries			\$1,049,805		\$834,925
200	Employee Benefits			\$276,781		\$229,573
300	Purchased Professional and Technical Services			\$110,000		\$105,000
400	Purchased Property Services			\$506,667		\$506,667
500	Other Purchased Services			\$35,500		\$0
600	Supplies			\$128,500		\$110,900
700	Property			\$66,000		\$54,000
800	Other Objects			\$53,786		\$2,748
TOTAL EXPENDITURES				\$2,227,039		\$1,843,813
Excess or Deficiency of Revenues over Expenditures				\$229,981		\$33,673
Other Sources of Funding (5000)				\$100,000		\$124,000
Net Asset Balance (Fund Balance)				\$329,981		\$157,673
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				13%		8%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				0.09360146		2%
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$93,409		\$84,903

Charter Name		FY19		
Second Year of Operation		100% Enrollment		
Number of Students:		475		
Grade Configuration:				
Revenue				
	Child Nutrition Program (CNP) and Lunchroom Sales	475	\$0	
	Student Activities	\$0		
	Other	\$0		
Total Revenue From Local Sources (1000)		\$0		
	Charter School Revolving Loan	X		
	State Educational Funding	\$2,593,714		
Total Revenue from State Sources (3000)		\$2,593,714		
	Lunch and Breakfast Reimbursement	150	\$0	
	Restricted Federal Through State	\$0		
	Programs for the Disabled (IDEA)	\$69,160		
	Elementary and Secondary Education Act (ESEA)	\$64,524		
Total Revenue from Federal Sources (4000)		\$133,684		
	Private Grants & Donations:	\$0		
	State Start-up Grant	\$100,000		
	Loans:	\$0		
	Commercial	\$0		
	Other (<i>specify</i>)	\$0		
	Prior Year Carryforward	\$0		
Total Revenue from Other Sources (5000)		\$100,000		
Total Revenue		\$2,827,398		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	21.50	\$36,720	\$789,480
10.132	Salaries - Substitute Teachers	0.00	\$0	\$16,485
10.161	Salaries - Teacher Aides and Paraprofessionals	9.00	\$13,000	\$117,000
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$922,965
21.141	Salaries - Attendance and Social Work Personnel	1.00	\$45,900	\$45,900
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$45,900
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.50	\$30,000	\$15,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$15,000
24.121	Salaries - Principals and Assistants	2.00	\$60,000	\$120,000
24.152	Salaries - Secretarial and Clerical	2.00	\$25,500	\$51,000
24.100	Salaries - Other 2400-Business Administrator	1.00	\$45,900	\$45,900
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$216,900
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$25,500	\$25,500
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$25,500
31.100	Salaries - Food Services	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$1,226,265

--- BENEFITS ---				
10.210	Retirement - Instruction	6%	\$789,480	\$47,368.80
21.210	Retirement - Student Support	6%	\$45,900	\$2,754
22.210	Retirement - Instructional Staff Support	6%	\$15,000	\$900
24.210	Retirement - School Administration	6%	\$145,500	\$8,730
26.210	Retirement - Operation & Main of Facilities	6%	\$25,500	\$1,530
31.210	Retirement - Food Services	6%	\$0	\$0
	Total - All Retirement			\$61,283
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$922,965	\$92,297
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Suppo	10%	\$45,900	\$4,590
24.220	Social Security/FICA/Unemployment/Workers Comp -School Adminis	10%	\$216,900	\$21,690
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & N	10%	\$25,500	\$2,550
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$121,127
10.240	Insurance (Health/Dental/Life) - Instruction	12%	\$789,480	\$94,738
21.240	Insurance (Health/Dental/Life) - Student Support	12%	\$45,900	\$5,508
24.240	Insurance (Health/Dental/Life) - School Administration	12%	\$145,500	\$17,460
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	\$25,500	\$3,060
31.240	Insurance (Health/Dental/Life) - Food Services	12%	\$0	\$0
	Total- All Insurance(Health/Dental/Life)			\$120,766
10.200	Other Benefits (<i>specify</i>) - Instruction	2%	\$789,480	\$15,789.60
21.200	Other Benefits (<i>specify</i>) - Student Support	2%	\$45,900	\$918
24.200	Other Benefits (<i>specify</i>) - School Administration	2%	\$145,500	\$2,910
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	2%	\$25,500	\$510
31.200	Other Benefits (<i>specify</i>) - Food Services	2%	\$0	\$0
	Total - All Other Insurance			\$20,128
TOTAL ALL BENEFITS (200)				\$323,303
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$20,000
21.300	Purchased Prof & Tech Services - Student Support			\$32,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$30,000
24.300	Purchased Prof & Tech Services - School Administration			\$40,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$122,000

--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$78,000
26.441	Rental of Land & Buildings			\$571,200
26.450	Construction and Remodeling			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$649,200
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$3,000
24.520	Insurance(other than employee benefits - e.g. D&O)			\$2,500
45.521	Property Insurance			\$5,000
45.522	Liability Insurance			\$6,000
10.530	Communication(telephone and other)			\$0
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$11,000
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$2,500
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0
24.550	Printing and Binding			\$1,000
10.560	Tuition			\$0
21.570	Food Service Management			\$0
21.580	Travel/Per Diem			\$5,000
24.580	Travel/Per Diem			\$0
26.580	Travel/Per Diem			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$36,000
--- SUPPLIES ---				
10.600	Instructional Supplies			\$18,000
10.641	Textbooks			\$15,000
21.600	Supplies - Student Support Services			\$6,000
22.644	Library Books			\$5,000
22.650	Periodicals			\$0
24.600	Supplies - School Administration			\$25,000
26.600	Supplies - Operation & Maintenance of Facilities			\$42,000
31.600	Supplies - Food Service			\$0
31.630	Food - Food Service			\$0
	TOTAL - ALL SUPPLIES (600)			\$111,000

--- PROPERTY ---				
10.700	Property (Instructional Equipment) - Instruction			\$0
21.700	Property - Student Support Services			\$0
24.700	Property - School Administration			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0
31.700	Property - Food Services			\$0
31.780	Depreciation - Kitchen Equipment Depreciation			\$0
49.710	Land and Improvements			\$0
49.720	Buildings			\$0
27.732	School Buses			\$0
10.733	Furniture and Fixtures - Instruction			\$15,000
24.733	Furniture and Fixtures - School Administration			\$1,000
21.733	Furniture and Fixtures - Student Support Services			\$0
10.734	Technology Equipment - Instruction			\$5,000
24.734	Technology Equipment - School Administration			\$2,000
21.734	Technology Equipment - Student Support Services			\$0
27.735	Non-Bus Vehicles			\$0
10.739	Other Equipment - Instruction			\$0
21.739	Other Equipment - Student Support Services			\$0
24.739	Other Equipment - School Administration			\$0
TOTAL - ALL PROPERTY (700)				\$23,000
--- OTHER OBJECTS ---				
10.800	Other Objects- Instruction			\$0
21.800	Other Objects- Student Support			\$0
24.800	Other Objects- School Administration			\$0
26.800	Other Objects - Operation & Maintenance of Facilities			\$0
31.800	Other Objects - Food Services			\$0
45.800	Other Objects - Building Acquisition			\$0
	Total - All Other Objects			\$0
10.810	Dues and Fees - Instruction			\$1,500
21.810	Dues and Fees - Student Support			\$0
24.810	Dues and Fees -School Administration			\$2,544
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0
	Total - All Dues and Fees			\$0
TOTAL - OTHER OBJECTS (800)				\$4,044
Total Building Acquisition & Instruction (4500)				
45.830	Interest			\$2,263
45.840	Redemption of Principal			\$51,524
Total other financing sources (uses) and other items				\$53,786
1000	Total Local			\$0
3000	Total State			\$2,593,714
4000	Total Federal			\$133,684
TOTAL REVENUES				\$2,727,398
100	Salaries			\$1,226,265
200	Employee Benefits			\$323,303
300	Purchased Professional and Technical Services			\$122,000
400	Purchased Property Services			\$649,200
500	Other Purchased Services			\$36,000
600	Supplies			\$111,000
700	Property			\$23,000
800	Other Objects			\$53,786
TOTAL EXPENDITURES				\$2,544,554
Excess or Deficiency of Revenues over Expenditures				\$182,844
Other Sources of Funding (5000)				\$100,000
Net Asset Balance (Fund Balance)				\$282,844
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				10%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				0.06703973
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$117,164

Charter Name		2019-2020		
Second Operational Year		100% Enrollment		
Number of Students:		525		
Revenue				
	Child Nutrition Program (CNP) and Lunchroom Sales	525		\$0
	Student Activities	\$0		
	Other	\$0		
Total Revenue From Local Sources (1000)		\$0		
	State Educational Funding	\$2,857,088		
Total Revenue from State Sources (3000)		\$2,857,088		
	Lunch and Breakfast Reimbursement	166		\$0
	Restricted Federal Through State	\$0		
	Programs for the Disabled (IDEA)	\$76,440		
	Elementary and Secondary Education Act (ESEA)	\$71,316		
Total Revenue from Federal Sources (4000)		\$147,756		
	Private Grants & Donations:			
	Source(s) <i>(specify)</i>	\$0		
	Loans:	\$0		
	Commercial	\$0		
	Other <i>(specify)</i>	\$0		
	Prior Year Carryforward	\$0		
Total Revenue from Other Sources (5000)		\$0		
Total Revenue		\$3,004,844		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	23.50	\$37,454	\$880,169
10.132	Salaries - Substitute Teachers	0.00	\$0	\$18,055
10.161	Salaries - Teacher Aides and Paraprofessionals	11.00	\$13,000	\$143,000
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,041,224
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	1.00	\$46,818	\$46,818
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$46,818
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	1.00	\$30,000	\$30,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$30,000
24.121	Salaries - Principals and Assistants	2.00	\$65,000	\$130,000
24.152	Salaries - Secretarial and Clerical	2.50	\$25,500	\$63,750
24.100	Salaries - Other 2400-Business Administrator	1.00	\$46,818	\$46,818
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$240,568
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$26,000	\$26,000
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$26,000
31.100	Salaries - Food Services	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
TOTAL - ALL SALARIES (100)				\$1,384,610

--- BENEFITS ---				
10.210	Retirement - Instruction	6%	\$880,169	\$52,810
21.210	Retirement - Student Support	6%	\$46,818	\$2,809
22.210	Retirement - Instructional Staff Support	6%	\$30,000	\$1,800
24.210	Retirement - School Administration	6%	\$240,568	\$14,434
26.210	Retirement - Operation & Main of Facilities	6%	\$26,000	\$1,560
31.210	Retirement - Food Services	6%	\$0	\$0
	Total - All Retirement			\$73,413
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,041,224	\$104,122
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$46,818	\$4,682
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	\$240,568	\$24,057
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance of Facilities	10%	\$26,000	\$2,600
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$135,461
10.240	Insurance (Health/Dental/Life) - Instruction	12%	\$880,169	\$105,620
21.240	Insurance (Health/Dental/Life) - Student Support	12%	\$46,818	\$5,618
24.240	Insurance (Health/Dental/Life) - School Administration	12%	\$240,568	\$28,868
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	\$26,000	\$3,120
31.240	Insurance (Health/Dental/Life) - Food Services	12%	\$0	\$0
	Total- All Insurance (Health/Dental/Life)			\$143,227
10.200	Other Benefits (<i>specify</i>) - Instruction	2%	\$880,169	\$17,603
21.200	Other Benefits (<i>specify</i>) - Student Support	2%	\$46,818	\$936
24.200	Other Benefits (<i>specify</i>) - School Administration	2%	\$240,568	\$4,811
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	2%	\$26,000	\$520
31.200	Other Benefits (<i>specify</i>) - Food Services	2%	\$0	\$0
	Total - All Other Insurance			\$23,871
TOTAL ALL BENEFITS (200)				\$375,972
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$15,000
21.300	Purchased Prof & Tech Services - Student Support			\$35,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$30,000
24.300	Purchased Prof & Tech Services - School Administration			\$40,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$120,000

--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$78,000
26.441	Rental of Land & Buildings			\$582,624
26.450	Construction and Remodeling			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$660,624
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$3,000
24.520	Insurance(other than employee benefits - e.g. D&O)			\$2,500
45.521	Property Insurance			\$5,000
45.522	Liability Insurance			\$6,000
10.530	Communication(telephone and other)			\$0
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$12,000
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$2,500
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0
24.550	Printing and Binding			\$1,000
10.560	Tuition			\$0
21.570	Food Service Management			\$0
21.580	Travel/Per Diem			\$5,000
24.580	Travel/Per Diem			\$0
26.580	Travel/Per Diem			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$37,000

--- SUPPLIES ---				
10.600	Instructional Supplies			\$20,000
10.641	Textbooks			\$5,000
21.600	Supplies - Student Support Services			\$7,500
22.644	Library Books			\$2,500
22.650	Periodicals			\$0
24.600	Supplies - School Administration			\$25,000
26.600	Supplies - Operation & Maintenance of Facilities			\$45,000
31.600	Supplies - Food Service			\$0
31.630	Food - Food Service			\$0
TOTAL - ALL SUPPLIES (600)				\$105,000
--- PROPERTY ---				
10.700	Property (Instructional Equipment) - Instruction			\$0
21.700	Property - Student Support Services			\$0
24.700	Property - School Administration			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0
31.700	Property - Food Services			\$0
31.780	Depreciation - Kitchen Equipment Depreciation			\$0
49.710	Land and Improvements			\$0
49.720	Buildings			\$0
27.732	School Buses			\$0
10.733	Furniture and Fixtures - Instruction			\$10,000
24.733	Furniture and Fixtures - School Administration			\$1,000
21.733	Furniture and Fixtures - Student Support Services			\$0
10.734	Technology Equipment - Instruction			\$5,000
24.734	Technology Equipment - School Administration			\$2,000
21.734	Technology Equipment - Student Support Services			\$0
27.735	Non-Bus Vehicles			\$0
10.739	Other Equipment - Instruction			\$0
21.739	Other Equipment - Student Support Services			\$0
24.739	Other Equipment - School Administration			\$0
TOTAL - ALL PROPERTY (700)				\$18,000

--- OTHER OBJECTS ---				
10.800	Other Objects- Instruction			\$0
21.800	Other Objects- Student Support			\$0
24.800	Other Objects- School Administration			\$0
26.800	Other Objects - Operation & Maintenance of Facilities			\$0
31.800	Other Objects - Food Services			\$0
45.800	Other Objects - Building Acquisition			\$0
	Total - All Other Objects			\$0
10.810	Dues and Fees - Instruction			\$1,500
21.810	Dues and Fees - Student Support			\$0
24.810	Dues and Fees -School Administration			\$2,880
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0
	Total - All Dues and Fees			\$0
TOTAL - OTHER OBJECTS (800)				\$4,380
Total Building Acquisition & Instruction (4500)				
45.830	Interest			\$2,338
45.840	Redemption of Principal			\$52,433
Total other financing sources (uses) and other items				\$54,770
1000	Total Local			\$0
3000	Total State			\$2,857,088
4000	Total Federal			\$147,756
TOTAL REVENUES				\$3,004,844
100	Salaries			\$1,384,610
200	Employee Benefits			\$375,972
300	Purchased Professional and Technical Services			\$120,000
400	Purchased Property Services			\$660,624
500	Other Purchased Services			\$37,000
600	Supplies			\$105,000
700	Property			\$18,000
800	Other Objects			\$54,770
TOTAL EXPENDITURES				\$2,755,976
Excess or Deficiency of Revenues over Expenditures				\$248,868
Other Sources of Funding (5000)				\$0
Net Asset Balance (Fund Balance)				\$248,868
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				8%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				0.082822135
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$119,232

Appendix G: Letters of Support



September 9, 2015

To Whom It May Concern,

As the President of Latinos United Promoting Education and Civic Engagement (LUPEC), I am concerned about the academic needs of our Hispanic/Latino/Chicano and all low socio-economic residents of Weber County and surrounding communities. As the diverse populations in this area continues to expand, so should programs that assist these communities succeed, especially the youth. When students fail in school, this not only affects their individual growth and ability to sustain a family, but also the economy of the county, the state and the nation. The research is abundantly clear, dual immersion programs are the most effective programs in helping citizens become bi-literate and achieve greater academic success. Most importantly, a dual immersion education helps citizens become more multicultural and have the greatest success in the K-12 system, and they are more likely to be college and career ready.

Prosperidad Academy will offer a dual immersion education. Furthermore, Prosperidad Academy will serve the needs of all students who simply need a more welcoming environment. Prosperidad's use of Invitational Education, a philosophy created by William Purkey, will serve this community well. As a Hispanic/Latino/Chicano advocacy organization, we pledge to work with Prosperidad Academy to locate highly qualified educators and be of support to the board of directors and the administration. The task of teaching the lowest performing students can be daunting, but as a community we are prepared to face the challenge.

Respectfully,

A handwritten signature in black ink, appearing to read "Luis Lopez", is written over a horizontal line.

Luis Lopez
LUPEC President
801-686-5685
SuncrestDrive@gmail.com

November 9, 2015

To Whom It May Concern:

I am writing this letter on behalf of the Bilingual Charter School in Ogden.

As a community member and a parent of three school aged children, I like many parents support and would like to see a Bilingual Charter School in the Ogden School District area.

I am a firm believer that every child deserves a chance to succeed in their education goals. I support the idea of having students obtain access to a quality and equal educational opportunity. Establishing a Bilingual Charter School will allow our children to be better prepare for their future educational endeavors and achieve at a high level.

Our Hispanic non-English population is rapidly growing. There is a demand to prepare students for a second language in order to meet this population's needs. Establishing a Bilingual Charter School will positively influence our children. It will provide them with an intellect growth and enhance their mental developments. It will open the door to other cultures and their ability to communicate with other people. In addition, it will give the students a head start for their future career objectives and will allow them to be better prepared for the workforce and be a valuable asset to any organization.

This is a great opportunity and benefit for our Ogden area population. I highly support this Charter School to be developed in the Ogden District.

Lastly, I am delighted and ready to contribute to the development of this school by helping out in anyway that I can.

Sincerely,

Marisol Velasco

Marisol Velasco



Salt Lake City, UT
Wednesday, November 19th, 2015

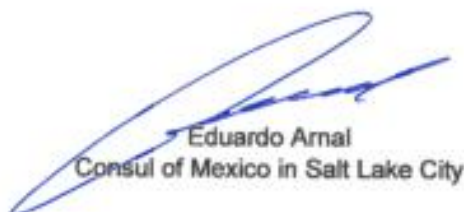
To Whom It May Concern,

The Consulate of Mexico in Salt Lake City is submitting this letter of support of Prosperidad Academy, a dual-immersion school.

As the Consul of Mexico, I am concerned about the academic needs of the Latino/a residents in Weber County and its surrounding communities. Utah has one of the fastest growing Latino populations in the United States. As this population grows, so should the number of educational opportunities available in these communities. The economic development of our local community, state, and nation is directly affected by the academic success students have throughout their educational experience. One of the most successful and effective programs that help students achieve greater academic success and personal development is through a dual-immersion education. A bilingual education helps students and youth become multicultural, an increasingly important asset in their future development. In addition to this, a dual-immersion education helps students become more college and career ready.

Prosperidad Academy will offer a dual immersion education of quality and value. Furthermore, Prosperidad Academy will serve the needs of all students who simply need a more welcoming learning environment. The Consulate of Mexico in Salt Lake City strongly supports the educational goals of Prosperidad Academy and looks forward to strengthening our partnership to the benefit of Utah's Latino Community.

Kind Regards,



Eduardo Arnal
Consul of Mexico in Salt Lake City

1830 South Main Street, Suite 1, Salt Lake City, Utah, 84111
Tel.: (801) 531-5702 <http://www.consulmex.sre.gob/saltlakecity>